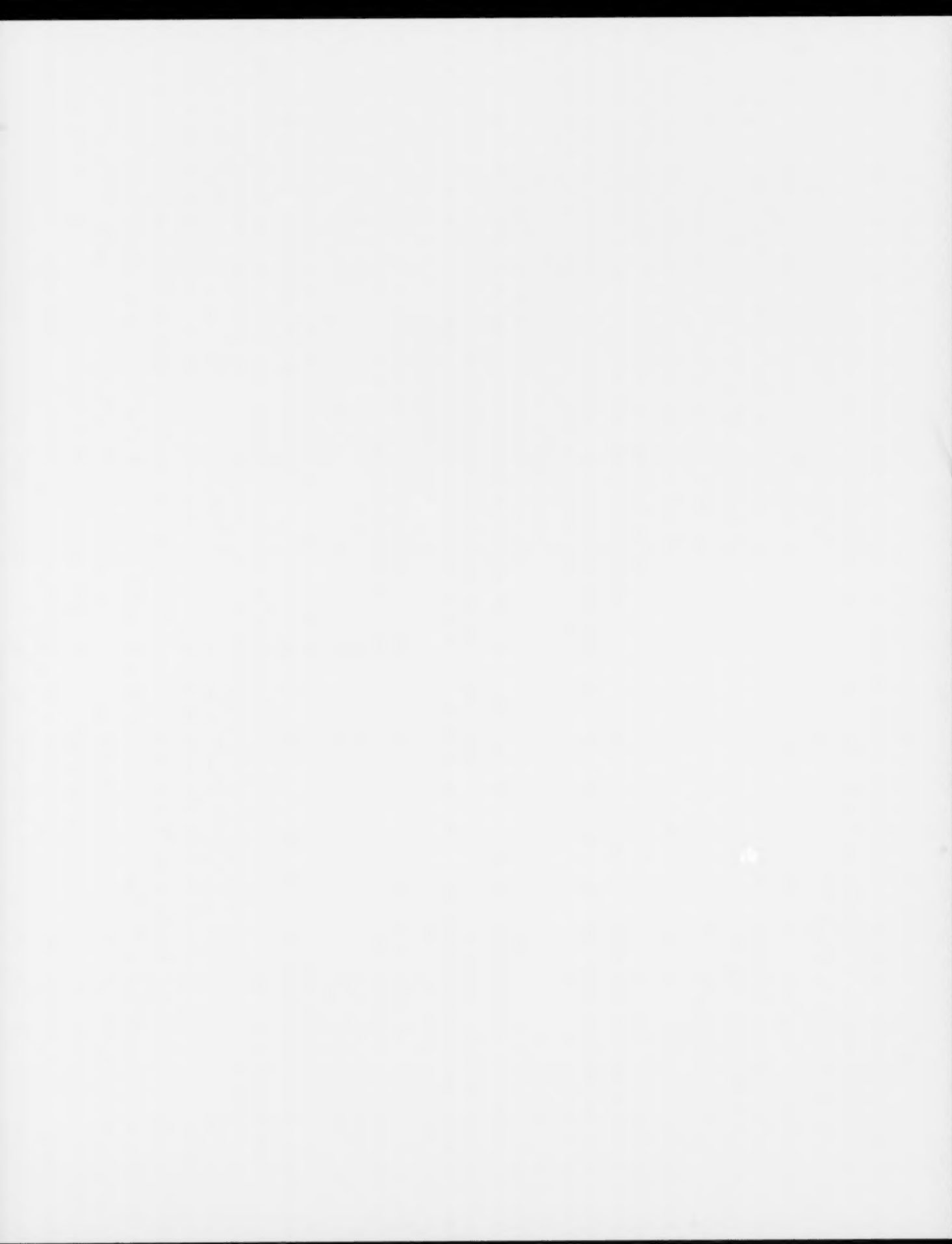


Manitoba Education

**Annual Report
2012-2013**







MINISTER
OF EDUCATION

Room 168
Legislative Building
Winnipeg, Manitoba, Canada
R3C 0V8

His Honour the Honourable Philip S. Lee, C.M., O.M.
Lieutenant Governor of Manitoba
Room 235 Legislative Building
Winnipeg MB R3C 0V8

Your Honour:

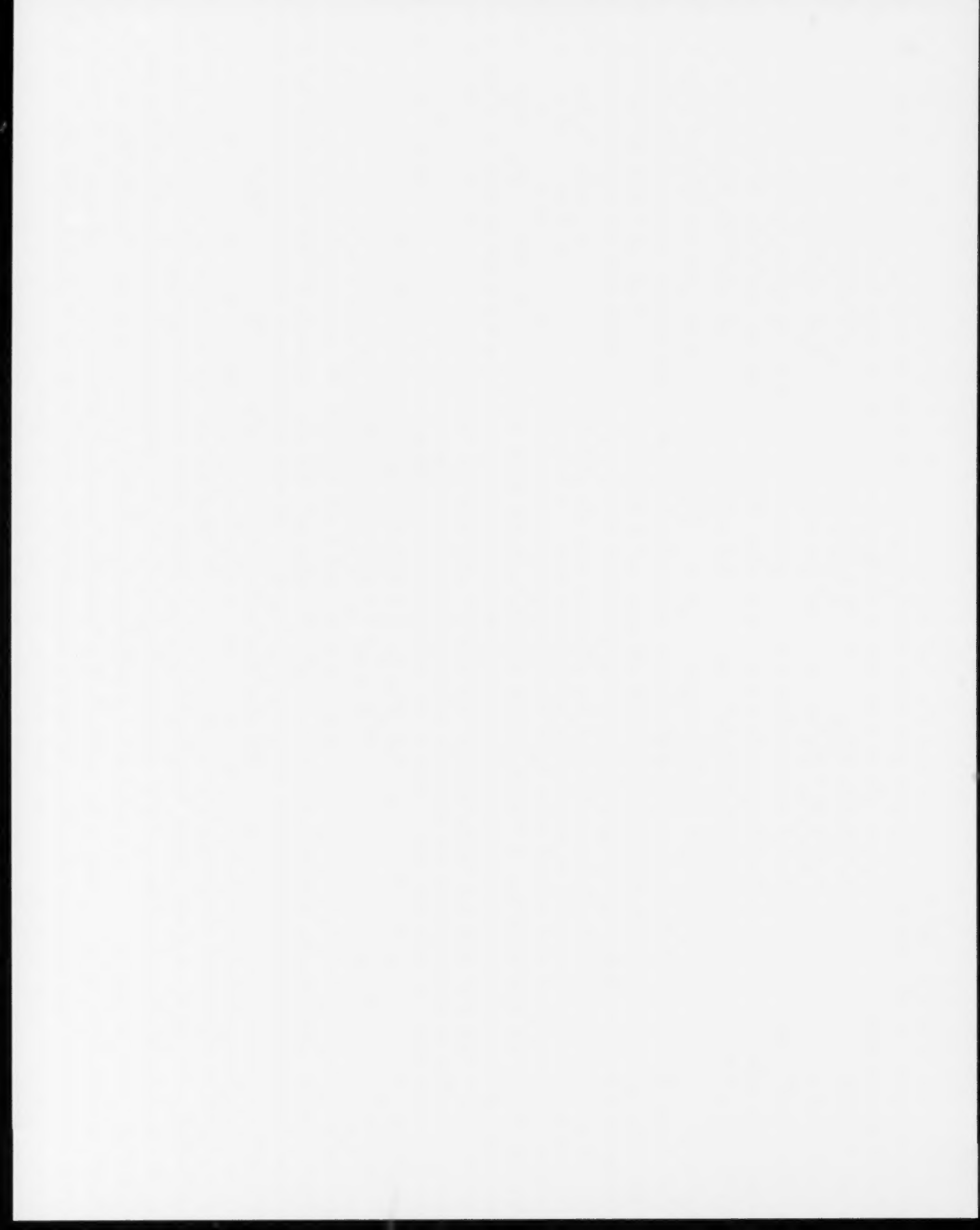
I have the privilege of presenting for the information of Your Honour the Annual Report of Manitoba Education for the fiscal year ending March 31, 2013.

Respectfully submitted,

Original signed by:

Honourable Nancy Allan







Education
Deputy Minister
Room 156, Legislative Building, Winnipeg, Manitoba, Canada R3C 0V8

Honourable Nancy Allan
Minister of Education
Room 168, Legislative Building
Winnipeg MB R3C 0V8

Dear Minister:

I am pleased to present the Annual Report of Manitoba Education for the period April 1, 2012 to March 31, 2013. This summary describes core activities and strategic initiatives undertaken during the 2012/13 year.

Manitoba Education's commitment to quality education continues to be reflected in our mission, vision and overarching goals:

Mission: To ensure that all Manitoba's children and youth have access to an array of educational opportunities such that every learner experiences success through relevant, engaging and high quality education that prepares them for lifelong learning and citizenship in a democratic, socially just and sustainable society.

Vision: That every learner will complete a high school education with a profound sense of accomplishment, hope and optimism.

Overarching Goals:

1. To ensure education in Manitoba supports students experiencing and learning about what it means to live in a sustainable manner.
2. To ensure that education practice and policy in Manitoba is guided by the principle of inclusion.
3. To significantly increase achievement levels of those students who have been historically less successful.
4. To continue to increase the overall provincial graduation rate.

For the 2012/13 fiscal year, core education and strategic initiatives were administered through Manitoba's 37 school divisions and 59 funded independent schools. As of September 30, 2012, 178,353 students were enrolled in Manitoba public schools, 13,894 in funded independent schools and 1,202 students were enrolled in non-funded independent schools. There were also approximately 2,399 home schooling students.

In the 2012/13 fiscal year, government support to school divisions, independent schools, educational organizations, and the Teachers' Retirement Allowances Fund totalled \$1,294.9 million, comprised of \$1,244.9 million in Support to Schools and \$50.0 million in Capital Funding. In addition, \$146.9 million in support was provided through the Education Support Levy (ESL) and Public School Finance Board surplus in support of school divisions.

Manitoba Education continues to work with the Premier's Advisory Committee on Education, Poverty and Citizenship, as well as the Healthy Child Committee of Cabinet to address social and economic barriers to education.

Manitoba Education has been focusing on further developing its anti-bullying initiatives in anticipation of the introduction of Bill 18, *The Public Schools Amendment Act (Safe and Inclusive Schools)*. To this end, we have intensified support to schools and school divisions to ensure that all students are able to learn in safe and caring environments, free from bullying and respectful of human diversity. Our multifaceted approach has included direct service to schools through Safe Schools Manitoba and the Program and Student Services Branch; developing support documents to enhance school-based bullying prevention and intervention programs; and building on research-informed practice by gathering student data about school safety through the Tell Them From Me survey. All services, programs and data collection initiatives continue to align with Manitoba Education's Anti-Bullying Action Plan.

Manitoba Education continues to use research and research-informed approaches to improve the quality of education and curriculum in the province. This year, a strong emphasis was placed on revising the K-8 mathematics curriculum to ensure a balance between procedural thinking, conceptual understanding and problem-solving skills. This curriculum initiative will continue to be supported through professional learning and divisional networking focused on data-informed numeracy planning.

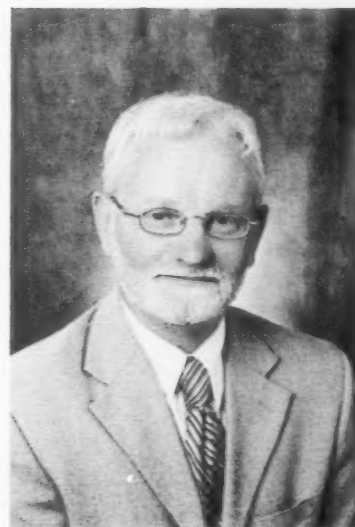
The new parent-friendly provincial report card was voluntarily implemented during the 2012/13 school year. A great deal of work has gone into developing a report card that provides parents with the consistent, clear information they need to be full partners in their child's learning. The new report card will be implemented province-wide during the 2013/14 school year.

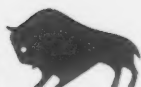
I am pleased and honoured to present this report as a summary of the valuable work undertaken by departmental staff in collaboration and consultation with our educational partners during the 2012/13 year.

Respectfully submitted,

Original signed by:

Gerald Farthing, Ph.D.
Deputy Minister





Madame Nancy Allan
Ministère de l'Éducation
Palais législatif, bureau 168
Winnipeg (Manitoba) R3C 0V8

Madame la Ministre,

Je suis heureux de vous présenter le rapport annuel du ministère de l'Éducation du Manitoba pour la période du 1^{er} avril 2012 au 31 mars 2013. Le présent sommaire décrit les activités principales et les initiatives stratégiques entreprises au cours de l'année 2012 - 2013.

Les efforts du Ministère à l'égard d'une éducation de qualité continuent d'être guidés par notre mission, notre vision et nos objectifs primordiaux :

Mission : Veiller à ce que tous les enfants et tous les jeunes du Manitoba aient accès à un éventail de possibilités éducatives de telle sorte que chaque apprenant connaisse le succès grâce à une éducation appropriée, stimulante et de grande qualité qui le prépare à l'apprentissage continu et à la citoyenneté dans une société démocratique, équitable et durable.

Vision : Faire en sorte que chaque apprenant termine les études secondaires avec un sentiment profond de satisfaction, d'espoir et d'optimisme.

Objectifs primordiaux :

1. veiller à ce que le système scolaire du Manitoba permette aux élèves d'expérimenter et d'apprendre ce que signifie mener une vie qui respecte les exigences du développement durable;
2. s'assurer qu'au Manitoba les pratiques et les politiques en matière d'enseignement sont guidées par le principe d'inclusion;
3. améliorer considérablement les niveaux de rendement des élèves qui ont connu antérieurement moins de réussite dans leurs études;
4. continuer d'améliorer le taux d'obtention du diplôme à l'échelle de la province.

Pour l'exercice 2012 - 2013, des initiatives primordiales éducatives et stratégiques ont été administrées par 37 divisions scolaires et 59 écoles indépendantes subventionnées du Manitoba. Au 30 septembre 2012, 178 353 élèves étaient inscrits dans les écoles publiques du Manitoba, 13 894 dans les écoles indépendantes subventionnées et 1 202 dans les écoles indépendantes non subventionnées. Environ 2 399 enfants recevaient l'enseignement à domicile.

Au cours de l'exercice 2012 - 2013, le gouvernement a versé un total de 1 294,9 millions de dollars aux divisions scolaires, aux écoles indépendantes, aux organismes à caractère éducatif et à la Caisse de retraite des enseignants, soit 1 244,9 millions au poste 16-5, Soutien aux écoles, et 50 millions au poste 16-7, Financement des immobilisations. De plus, 146,9 millions de dollars en soutien étaient accordés dans le cadre de la taxe d'aide à l'éducation et du surplus de la Commission des finances des écoles publiques en soutien aux divisions scolaires.

Le Ministère continue à travailler avec le Comité consultatif du premier ministre sur l'éducation, la pauvreté et la citoyenneté, ainsi qu'avec le Comité ministériel pour Enfants en santé afin d'éliminer les obstacles sociaux et économiques à l'éducation.

Le Ministère a axé ses efforts sur l'élaboration d'initiatives de prévention de l'intimidation en prévision de la présentation du Projet de loi 18, *Loi modifiant la Loi sur les écoles publiques (milieux scolaires favorisant la sécurité et l'inclusivité)*. Dans cette optique, nous avons intensifié l'appui aux écoles et aux divisions scolaires afin de permettre à tous les élèves de pouvoir apprendre dans un milieu scolaire sûr et accueillant, à l'abri de l'intimidation et respectueux de la diversité humaine. Notre approche à volets multiples a consisté en un service direct auprès des écoles dans le cadre de Sécurité à l'école Manitoba et de la Direction des programmes et des services de soutien aux élèves, l'élaboration des documents de soutien pour améliorer les programmes scolaires de prévention de l'intimidation et intervention et la mise à contribution des pratiques fondées sur la recherche en recueillant les données auprès des élèves sur la sécurité à l'école dans le cadre du sondage « Tell Them From Me ». Tous les services, les programmes et les initiatives de collecte de données continuent à suivre le Plan d'action contre l'intimidation du ministère de l'Éducation du Manitoba.

Le Ministère continue d'utiliser les recherches et les approches fondées sur les recherches pour améliorer la qualité de l'éducation et des programmes d'études dans la province. Cette année, on a beaucoup insisté sur la révision des programmes de mathématiques de la maternelle à la 8^e année afin d'assurer un équilibre entre les connaissances procédurales, la compréhension des concepts et les compétences en résolution de problèmes. Cette initiative continuera à recevoir de l'appui dans le cadre de perfectionnement professionnel et de réseautage à l'échelle de la division scolaire axés sur la planification des notions de calcul fondée sur les données.

L'année scolaire 2012 - 2013 a connu la mise en œuvre volontaire du nouveau bulletin scolaire provincial facile à comprendre pour les parents. Beaucoup de travail a été consacré à l'élaboration d'un bulletin scolaire qui fournit aux parents des renseignements uniformes et clairs dont ils ont besoin pour être des partenaires à part entière dans l'apprentissage de leur enfant. Toutes les divisions scolaires au Manitoba utiliseront le nouveau bulletin scolaire en 2013 - 2014.

J'ai le privilège et l'honneur de vous présenter ce rapport qui résume l'important travail accompli par le personnel et les partenaires du Ministère en 2012 - 2013.

Veillez accepter, Madame la Ministre, l'expression de mon profond respect.

Le sous-ministre de L'Éducation,

Original signé par:

Gerald Farthing



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Preface

Report Structure

The Annual Report is organized in accordance with the appropriation structure for Manitoba Education. It reflects the Department's authorized votes approved by the Legislative Assembly. The report includes information at the main and sub-appropriation levels related to the Department's objectives and actual results achieved. Financial performance information provides expenditure and revenue variance explanations and a five-year adjusted historical table of staffing and expenditures.

Mandate

Manitoba Education is charged with the responsibility for setting priorities and allocating funds for the Province's public and funded independent Kindergarten-Grade 12 (K-12) schools. The Department is also responsible for providing policy direction on administrative matters of the education system under authority of the following Acts of the Consolidated Statutes of Manitoba:

- The Education Administration Act
- The Property Tax and Insulation Assistance Act (Part III.2)
- The Public Schools Act
- The Public Schools Finance Board Act
- The Teachers' Pensions Act
- The Teachers' Society Act

In addition to identifying broad educational goals, the Department is responsible for the overall legislative and regulatory structure governing the K-12 education system.

Manitoba Education represents the Province in negotiations with the federal and other levels of government, and participates in meetings related to education and education finance with a variety of government and non-government organizations.

Manitoba Education, Manitoba Advanced Education and Literacy (MAEL), and Manitoba Entrepreneurship, Training and Trade (METT) work co-operatively to promote a unified direction for education and training in Manitoba. The Department also works collaboratively with other departments to develop and implement Healthy Child Manitoba (HCM) and numerous other province-wide strategic initiatives. As a collaborating department in HCM, the Department supports readiness initiatives that prepare children for successful school entry.

The Education sector includes the following elements:

- early childhood education; and
- schools, Kindergarten-Grade 12

Responsibilities

Manitoba Education has primary responsibility to facilitate quality teaching and learning at the K-12 levels, to delineate roles and responsibilities across the education system, and to implement and share research-informed effective practices as part of the commitment to a quality education system.

The Minister's overall responsibilities include:

- providing leadership and setting strategic direction for Education initiatives
- articulating appropriate legislative and regulatory structures

- allocating funds to Manitoba's public and independent school systems
- representing the Province in negotiations with the federal and other governments

Programming and Services Overview

For the year ending March 31, 2013, the programs and services of the Department were budgeted under seven main appropriations: Administration and Finance, School Programs, Bureau de l'éducation française, Education and School Tax Credits, Support to Schools, Capital Funding and Costs Related to Capital Assets.

Corporate Initiatives

One corporate initiative has a shared mandate and staff from the departments of Manitoba Education and Manitoba Advanced Education and Literacy: Aboriginal Education. The Department also shares the support of Financial and Administrative Services and Innovative Technology Services (formerly Systems and Technology Services).

Aboriginal Education Directorate

The mandate of the Aboriginal Education Directorate (AED) is to provide leadership and co-ordination of departmental Aboriginal education and training initiatives. AED objectives are: to ensure an integrated approach to Aboriginal education and training within Manitoba Education, Manitoba Advanced Education and Literacy, and in collaboration with the departments of Manitoba Aboriginal and Northern Affairs (MANA) and Manitoba Entrepreneurship, Training and Trade (METT) to promote the removal of systemic barriers to Aboriginal student success; and to participate in, and ensure linkages and collaboration with inter-sector research and policy initiatives related to Aboriginal education and training.

AED co-ordinates the implementation of the Aboriginal Education and Employment Action Plan and provides support and leadership to all branches and units within Education, MAEL, MANA and METT on matters related to Aboriginal education and training.

Elementary and Secondary Schools

In Manitoba, 36 school divisions, 1 special revenue school district and 59 independent schools receive funding from the Province. In the 2012/13 fiscal year, government support to school divisions, independent schools, educational organizations, and the Teachers' Retirement Allowances Fund totalled \$1,294.9 million; comprised of \$1,244.9 million in 16-5, Support to Schools, and \$50.0 million in 16-6, Capital Funding. In addition, \$146.6 million through the Education Support Levy and Public Schools Finance Board surplus was provided in support of school divisions.

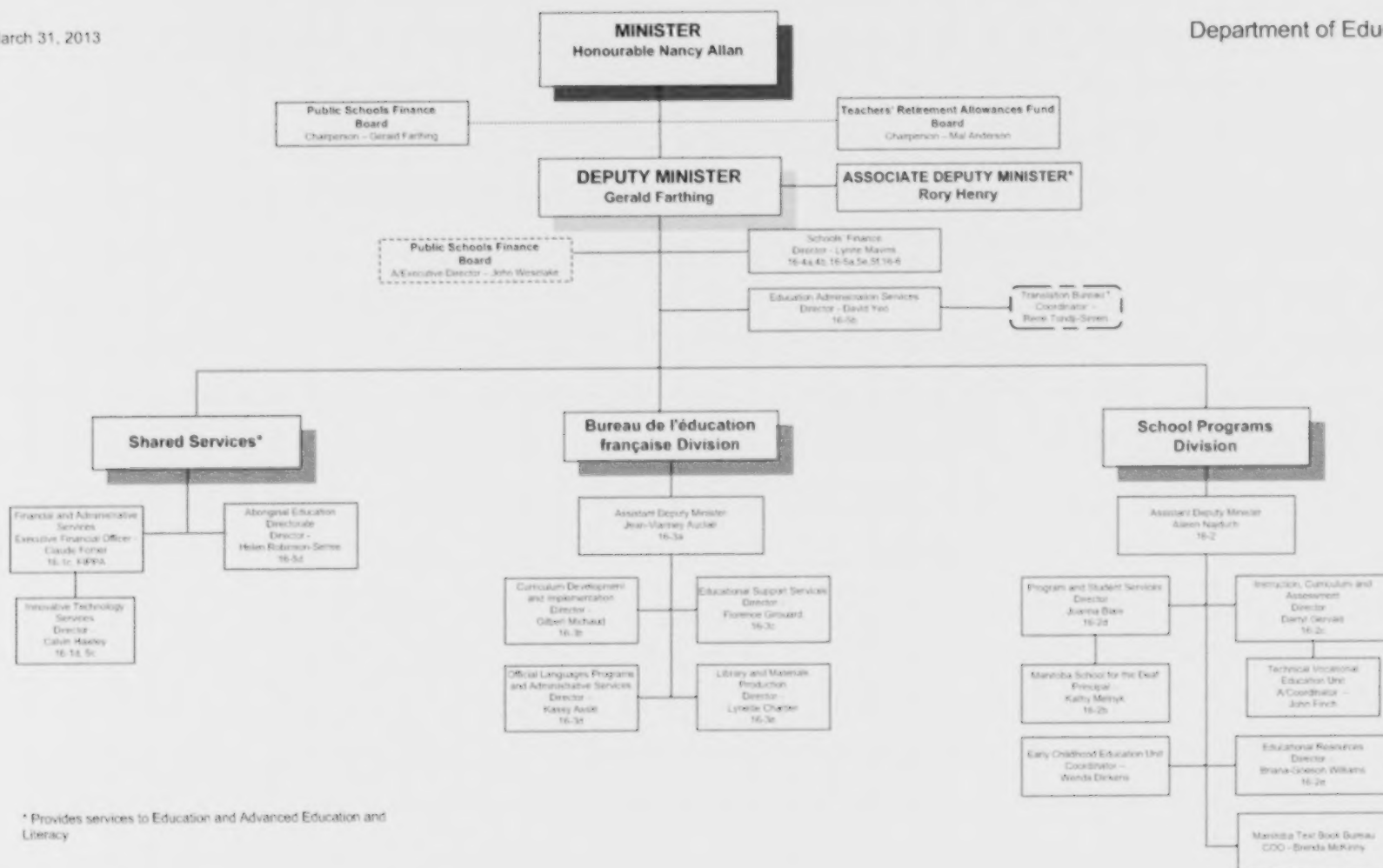
For the 2012/13 school year, a funding increase of 2.2 % or \$25.5 million was announced to support school divisions, with a subsequent increase of \$3.0 million for the year for the K-3 class size initiative.

Public school enrolment on September 30, 2012 was 178,353 pupils. Of this total, 115,134 were in Kindergarten to Grade 8; 60,147 were in secondary grades (Grade 9 to Grade 12); 2,205 were nursery pupils; and 867 were not in any grade.

There were 13,894 pupils attending funded independent schools on September 30, 2012. Funding to independent schools for eligible pupils is available for instruction and services, special needs and curricular materials.

March 31, 2013

Department of Education



* Provides services to Education and Advanced Education and Literacy

PART A – OPERATING EXPENSES

Administration and Finance

The Administration and Finance Division provides executive management, planning and policy, central comptrollership, and overall administrative support services to Manitoba Education and Manitoba Advanced Education and Literacy (MAEL). In addition, it ensures the development of effective management practices related to comptrollership and human resource development.

Included in this division is the office of the Minister and the Deputy Minister, Financial and Administrative Services and Innovative Technology Services (formerly: Systems and Technology Services).

The Administration and Finance Division maintains responsibility for management information systems across the Department as well as the development and management of the Schools Information System.

Executive Support

This line provides the additional compensation to which individuals appointed to the Executive Council are entitled.

The Minister's and Deputy Minister's office provide educational leadership to Manitoba education systems, which ensure the provision of high quality and equitable training and education programs together with support services. In addition, administrative leadership is provided to the Department to ensure the effective and efficient co-ordination of human and financial resources.

1 (a) Minister's Salary

Expenditures by Sub-Appropriation	Actual 2012/13 \$000	Estimate 2012/13 FTE	Estimate 2012/13 \$000	Variance Over (Under) \$000	Expl. No.
Salaries and Employee Benefits	37	1.00	37	0	
Total Sub-Appropriation	37	1.00	37	0	

1 (b) Executive Support

Expenditures by Sub-Appropriation	Actual 2012/13 \$000	Estimate 2012/13 FTE	Estimate 2012/13 \$000	Variance Over (Under) \$000	Expl. No.
Salaries and Employee Benefits	735	9.00	718	17	
Other Expenditures	100		123	(23)	
Total Sub-Appropriation	835	9.00	841	(6)	

Financial and Administrative Services

Financial and Administrative Services provides leadership on financial and administrative matters for Manitoba Education and MAEL. Responsibilities include ensuring that the comptrollership functions of both departments are appropriately maintained and meet the needs for financial control,

accountability, and the reporting, safeguarding and protection of financial and physical assets. The Branch also provides comprehensive support services in assessing resource requirements and allocations to programs and branches, including direction and support in financial and business planning, reporting, monitoring and control policies, processes and procedures.

Financial management and accountability activities include: co-ordinating the annual estimates of both departments and other financial planning processes; monitoring and reporting financial performance; conducting specialized financial reviews and analyses; preparing reports to support timely financial management decisions; safeguarding physical and financial assets; and providing accounting services to the departments. The Branch's expected results include the effective and efficient operation of financial management systems, timely management decisions, as well as compliance with all financial management, financial planning and audit requirements of the Government of Manitoba.

Sustainable Development

The Branch strives to make the best use of resources, which means considering efficiency, effectiveness, concern for the environment and the well-being of staff. This includes, among other things, the replacement of paper-based reporting with electronic data collection methods, the use of recycled paper, two-sided printing, and the encouragement of professional development. The Branch works hard to minimize the use of resources through re-using and recycling paper and the increased use of automation and information technologies such as voice mail and e-mail. The goal of the Branch is to include sustainable development principles and guidelines in its regular activities on a continuous basis so that the inclusion of such principles and guidelines becomes an instinctive element in the conduct of Branch activities.

1 (c) Financial and Administrative Services

Expenditures by Sub-Appropriation	Actual 2012/13 \$000	Estimate 2012/13 FTE	Estimate 2012/13 \$000	Variance Over (Under) \$000	Expl. No.
Salaries and Employee Benefits	941	12.00	927	14	
Other Expenditures	201		337	(136)	1
Total Sub-Appropriation	1,142	12.00	1,264	(122)	

1. Under expenditure reflects savings from general operating.

Innovative Technology Services (formerly: Systems and Technology Services)

The Innovative Technology Services (ITS) Branch provides services across Manitoba Education and MAEL to improve program efficiency and accountability through the use of information technology. In addition, ITS is responsible for overseeing the departmental computing environment including information databases, customized applications and backup/recovery services for program requirements outside the scope of the managed desktop environment.

ITS supports the technology and innovation needs of Manitoba Education and MAEL. The Branch offers a Project Management capability so that both business and information technology projects are conducted employing a rigorous, internationally accepted standard for the management of projects. ITS represents both departments to central units such as Business Transformation and Technology.

ITS is working with MAEL on projects regarding the implementation of a model to enhance services to their clients, increase efficiency within the branches and streamline traditional paper processes.

ITS works closely with all areas within the Department, MAEL and Manitoba Education, Research and Learning Information Networks (MERLIN) to provide expertise and consultation on any technology and innovation initiatives to assist in meeting the challenges, service delivery needs and business requirements of the educational community (post-secondary and K-12) serviced by both departments.

ITS continues to enhance the ICT-related business capabilities of the Branch as defined by the ICT Restructuring Initiative.

Sustainable Development

ITS encourages the use of websites for the storage and dissemination of departmental forms. The Branch offers the use of conference calls to minimize travel to regularly scheduled meetings. It should be noted that the Manitoba government recognizes the value of education and collaboration alternatives that result from improved network services such as video conferencing. ITS is working with other branches and departments in the implementation of collaborative network tools that will enhance pedagogical and administrative environments in rural communities.

1 (d) Innovative Technology Services (formerly: Systems and Technology Services)

Expenditures by Sub-Appropriation	Actual 2012/13 \$000	Estimate 2012/13 FTE	Estimate 2012/13 \$000	Variance Over (Under) \$000	Expl. No.
Salaries and Employee Benefits	113	2.00	201	(88)	1
Other Expenditures	100		162	(62)	2
Total Sub-Appropriation	213	2.00	363	(150)	

1. Under expenditure mainly reflects savings as a result of a vacancy.
2. Under expenditure mainly relates to savings from reduced general operating as a result of a vacancy and savings as a result of lower cost for professional IT services.

Recoverable from Advanced Education and Literacy

Administrative support is provided to MAEL in the areas of financial and administrative services, innovative technology services and initiatives related to Aboriginal education and training.

1 (e) Recoverable from Advanced Education and Literacy

Expenditures by Sub-Appropriation	Actual 2012/13 \$000	Estimate 2012/13 FTE	Estimate 2012/13 \$000	Variance Over (Under) \$000	Expl. No.
Recoverable from Advanced Education and Literacy	(570)		(570)	0	
Total Sub-Appropriation	(570)	0.00	(570)	0	

School Programs

The mandate of the School Programs Division (SPD) is to provide leadership and support for Manitoba's Early Childhood and K-12 educational system through the development and implementation of a policy and program framework for the school system.

This mandate is achieved through the work of the Division Administration office; Manitoba School for the Deaf; Instruction, Curriculum and Assessment Branch; Program and Student Services Branch; Educational Resources Branch; and the Manitoba Text Book Bureau.

Division Administration

The Division Administration office provides leadership respecting the development, implementation and review of policy and programs. The activities of the office include the co-ordination of policy, program, and budget development and implementation; facilitation of intra-divisional and inter-departmental linkages; collection and analysis of information in support of departmental and divisional priorities and goals; co-ordination of human resource development initiatives; provision of dispute resolution co-ordination regarding Appropriate Educational Programming; and ensuring ongoing communication and collaboration with educators, parents and the community.

The accomplishments of the Division are presented on a branch-by-branch basis.

2 (a) Division Administration

Expenditures by Sub-Appropriation	Actual 2012/13	Estimate 2012/13		Variance Over (Under)	Expl. No.
	\$000	FTE	\$000	\$000	
Salaries and Employee Benefits	291	4.00	321	(30)	
Other Expenditures	59		70	(11)	
Total Sub-Appropriation	350	4.00	391	(41)	

Manitoba School for the Deaf

The Manitoba School for the Deaf (MSD) is part of the Deaf and Hard of Hearing (DHH) Unit, Program and Student Services Branch, which provides support to over 400 DHH students both in the school and throughout the province. Eligible DHH students who can attend public schools in Manitoba can also attend MSD. Additionally, MSD programming is accessed by families who live in First Nations Communities in collaboration with the Education Authority and the federal government. Some staff time is assigned to outreach or consultative support, traveling to various locations in the province as specialized resource personnel. Teachers and educational assistants provide on-site educational programming using the Manitoba provincial curriculum. The MSD Junior K-12 program serves students who are DHH in an American Sign Language (ASL) – English bilingual/bicultural environment. In the 2012/13 school year, the junior kindergarten/kindergarten program completed the second year of providing early language intervention using a "Bilingual-Bimodal" approach. This early intervention will give students the opportunity to use both spoken language and sign language to build a strong language base.

The focus during the 2012/13 school year included continuing implementation of outreach initiatives to provide specialized support for students who are DHH to school divisions throughout the province; continuing the Home Stay program as a residential option for students living outside of Winnipeg; enhancing ASL and spoken language proficiency through the Bilingual-bimodal early years

classrooms; strengthening the work placement/life skills high school programs; maintaining strong community partnerships; and increasing access for students, their parents and teachers in rural and northern school divisions. MSD also has a partnership with the Toyohashi School for the Deaf in Japan and participates in regular student exchange visits. During the 2012/13 school year, MSD hosted the Youth Canada Tournament for the Deaf with participants from across the country competing in academic and athletic events as well as the arts.

The Outreach Team members and resource staff at MSD provide specialized services including teacher of the DHH, psychology, social work, audiology, speech language pathology, guidance, ASL specialist, spoken language specialist and ELA support for students who are DHH and attending schools in their home community. A consultant who will provide support to students who receive Auditory Verbal Therapy and/or require intensive spoken language support will be added to the team starting in the fall of 2013.

As of September 30, 2012, 53 students (including 7 hearing students in the Bilingual-Bimodal classroom) were enrolled at MSD. Two students lived in home environments as part of the Home Stay program during the week while attending school and also traveled home on weekends and holidays. Some of the ongoing school-based highlights include the Robotics Club, the Drumming Club, the Girls' Club, sports intramurals and numerous student council field trips. Parents are involved through many activities including Greet the Teacher Night, the holiday concert, regular parent-teacher meetings, and professional learning evenings.

Sustainable Development

The MSD has continued its designation as an Environmental Green School through ongoing efforts in environmental awareness and recycling projects. The school houses a video conferencing classroom. This system allows the Branch to consciously reduce its carbon footprint by reducing travel and still maintaining contact with schools. The video conferencing capabilities have allowed "face-to-face" meetings without the travel requirement. School divisions have opted to have staff participate in learning opportunities such as ASL training using video conferencing with the advantage of enabling more participants, reducing costs and reducing travel. DHH students from Winkler have participated in classes at MSD through the video conferencing system. In addition, the Branch is maintaining contact with schools through D-Link technology and a video phone booth, which allows "one-to-one" communication with the added benefit of being accessible for students and staff within the Branch who are Deaf.

During the past year, the school continued to increase recycling opportunities at all school levels. MSD implemented waste reduction activities in co-operation with Waste Stream Services.

Key Accomplishments

- Continued partnerships with St. James - Assiniboia School Division that includes: MSD students attending classes that are not offered at MSD with the support of an ASL-English interpreter; sharing a psychologist position; offering ASL classes for credit for St. James-Assiniboia students; and sharing facilities (such as the gymnasium).
- Year two of Bilingual-bimodal classroom where two classes of DHH and hearing children attend junior kindergarten and kindergarten programs. The students are given access to ASL and spoken language for instruction. This will allow the school to offer a range of supports and is in response to the growing trend to have young children receive cochlear implants and develop spoken language and ASL skills.
- Continued improvement to specialized language supports where students receive specialized programming in ASL and English.
- Continued use of a film studio to enhance student work and creativity.
- Enhanced work experience programming for high school students.

- Enhanced Public Relations continue through networking days, which are hosted at MSD and provide the opportunity for students, parents, resource teachers, interpreters, and other school staff members to attend professional development opportunities, to socialize with others in the field and to become familiar with MSD and its educational program.
- Continued partnership with the Society for Manitobans with Disabilities (SMD) with regard to the Shared Reading Project. This involves trained Deaf tutors visiting families in their home and assisting them in reading to their Deaf children using ASL and specialized DVDs of published books.
- Continued partnership with Toyohashi School for the Deaf in Japan, which allows exchange visits for staff members and students.
- Focus on research – staff at MSD participate in the Cochlear Implant Research network and are maintaining data on the outcomes of students in the Bilingual-bimodal programs.
- Continued partnership with Central Speech and Hearing Clinic (CSHC).
- Continued staff development with a priority of building strong skills for staff who teach students at MSD, and expanding approaches to be responsive to students with a wide range of educational and communication needs. This includes responding to the needs of students who will have cochlear implants, those who are new Canadians and those who have multiple coexisting needs.
- Partnership with the University of Manitoba in the 'one time offering' of a Post-Baccalaureate Diploma in Education specialty in DHH Education for teachers in Manitoba.

New Initiatives

Over the coming year consultation with parents and key partners (School Divisions, the University of Manitoba, SMD and CSHC) will continue. The future direction of educational programming at MSD will continue to be responsive to the changing expectations of families while maintaining the support needed for Deaf students who learn best in an ASL environment or with ASL support.

2 (b) Manitoba School for the Deaf

Expenditures by Sub-Appropriation	Actual 2012/13 \$000	Estimate 2012/13 FTE	\$000	Variance Over (Under) \$000	Expl. No.
Salaries and Employee Benefits	3,234	49.85	3,357	(123)	
Other Expenditures	305		383	(78)	
Total Sub-Appropriation	3,539	49.85	3,740	(201)	

Instruction, Curriculum and Assessment

The mandate of the Instruction, Curriculum and Assessment Branch (ICAB) is to articulate the K-12 English program framework that is the basis of teaching, learning and assessment in Manitoba schools and to support its implementation. Branch activities are framed in the context of the K-12 Education Agenda.

Organization of the Instruction, Curriculum and Assessment Branch

The Branch's mandate is accomplished through the work of the following nine units:

- Development Unit
- Learning Resources Unit
- Assessment Unit
- Learning Support and Technology Unit
- Distance Learning Unit

- Finance and Administration Unit
- Independent Education Unit
- Technical Vocational Education Unit
- Early Childhood Education Unit

- **The Development Unit (DU)** is responsible for the development and implementation of provincial curricula (print and electronic) for the English and Senior Years Technology Education programs, including curricula for compulsory and optional subject areas. In addition, the Unit develops distance learning courses for Senior Years. The Unit also serves educators, the public and government by providing expert advice and services in the areas of curriculum development, curriculum implementation and cross-curricular initiatives. The Unit supports projects in assessment and learning technologies by providing curriculum connections. Responsibilities also include planning and delivery of curriculum-related professional learning opportunities. The Unit provides service to the field on questions related to school programs and policies, and registers School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs). The Unit supports school divisions in evaluating and monitoring categorical grants as well as proposal-based grants in various curricula areas.

- **The Learning Resources Unit (LRU)** is responsible for providing teachers, administrators and the Manitoba Text Book Bureau with lists of approved learning resources. This is accomplished through the Learning Resources Review process for new or revised curricula, through the New Editions Review process for published works, and through the Continuous Learning Resources Review Process for newly published materials for established curricula. Additional responsibilities include liaising with publishers, publishing associations, distributors and the Manitoba Text Book Bureau to ensure that producers and distributors are kept aware of Manitoba Education's curricular expectations. The Unit also co-ordinates information shared between the various stakeholders regarding newly published educational resources, new electronic formats of resources, and trends regarding the use of educational resources within Manitoba and in other provinces. The Unit supports legislated policy regarding approved resources. It maintains a database of Calls for Learning Resources along with approved/recommended learning resources and bibliographic information for teachers on the Manitoba Education website.

- **The Assessment Unit (AU)** is responsible for the collaborative development and implementation of provincial classroom-based assessment policies at Grades 3, 7 and 8, the development and implementation of the Grade 12 provincial testing program (English Language Arts and Mathematics for all school programs) and the development and implementation of the provincial report card [in collaboration with the Bureau de l'éducation française (BEF)]. The Unit also serves educators, the public and government by: providing expert advice and services in the areas of assessment and evaluation, research, statistics and interpretation of educational assessment data and reports; supporting and co-ordinating professional learning opportunities within and outside of the Department and government; and creating the reporting document *A Profile of Student Learning*. Staff from the Unit co-ordinate Manitoba's participation in national and international assessment programs.

- **The Learning Support and Technology Unit (LSTU)** is responsible for providing leadership and support to curriculum consultants, classroom teachers, educational communities and stakeholders in the integration of cross-curricular skills, knowledge, attitudes, technologies and essential learning that will help engage students and prepare them to be contributing members of society, both locally and globally. This includes initiatives and curriculum development in the areas of Business and Marketing Education, Career Development, Education for Sustainable Development, Literacy with ICT (LWICT) across the Curriculum, Middle Years Education, Senior Years Education, Senior Years ICT and Student Success. Staff in LSTU also develop web-based courses (WBC) and support the staff at the

Distance Learning Unit in the implementation of WBC. LSTU also supports school divisions in evaluating and monitoring categorical grants.

- **The Distance Learning Unit (DLU)** provides compulsory and optional courses in print, audio conference or online format. The Unit is responsible for exploring ways to enhance equity and access to distance learning services and working collaboratively with school divisions and other educational stakeholders to ensure that all Manitoba students have access to quality distance learning offerings that meet their needs.
- **The Finance and Administration Unit (FAU)** provides financial management services to the Branch and co-ordinates reporting processes in response to government requirements.
- **The Independent Education Unit (IEU)** is responsible for ensuring that students enrolled in funded and non-funded independent schools, and students who are home-schooled, receive an education that is deemed equivalent to that of students enrolled in the public school system. This is achieved by monitoring and supporting independent and affiliated overseas schools, and processing and reviewing home-schooling notification forms and progress reports. The Unit responds to inquiries regarding independent education and facilitates ongoing communication with department staff, organizations, independent schools, school divisions, Hutterian communities and overseas affiliated schools. In addition, the Unit provides service to the field on questions related to graduation requirements, liaises with the Manitoba Association of Parent Councils (MAPC), and provides support to initiatives focused on achievement of students in low-income communities.
- **The Technical Vocational Education Unit (TVEU)** oversees and promotes technical vocational and career-based education. This includes the evaluation of applications for equipment upgrade funding, the Skill Build program to improve Industrial Arts programming in rural and northern Manitoba; supports Apprenticeship in High Schools, TVE and Education for Sustainable Development/the Green Economy, TVE in the North, Industrial Arts Education and Articulation and Transfer Credits.
- **The Early Childhood Education Unit (ECEU)** was created in April 2011 to promote and support early childhood education in the public school system. Through a collaborative approach, the Unit partners with school divisions, other government departments, educational stakeholder groups and parents to promote developmentally-appropriate programming and services that help prepare children for successful school entry. The Unit also provides support and briefings to the Deputy Minister and Minister related to Manitoba's activities in the Council of Ministers of Education, Canada (CMEC); co-ordinate the collection and dissemination of provincial education data and statistics for federal data collections; and provides research and statistical analysis support to the Department and school divisions upon request.

The following information highlights the major activities of these units within ICAB.

Curriculum Activities:

Mathematics

- A Grade 9 – Grade 12 Mathematics Framework was distributed to schools in May 2009. System-wide implementation has continued with Grade 12 in September 2012.
- The Grade 7 Mathematics support document was posted online to supplement the Kindergarten to Grade 8 Mathematics Curriculum Framework of Outcomes.

Social Studies/Aboriginal Perspectives/Religious Perspectives

- The optional Grade 12 course *Cinema as a Witness to History* continues to be under development.
- Voluntary implementation of the Grade 12 *Global Issues: Citizenship and Sustainability*, replaces the existing and optional Grade 12 course *World Issues* with system-wide implementation in 2013.
- The integration of Geographic Information Systems (GIS) software into the Manitoba curriculum and support for teachers to use the software continued as a Social Studies priority in 2012/13 in both French and English.
- Work was completed on the *From Apology to Reconciliation* residential school initiative. This resource is intended to support teaching and learning in Grades 9 and 11 Social Studies classrooms and features a DVD that includes interviews with residential school survivors, the June 11, 2008 apology to survivors from Prime Minister Harper, and relevant archival and contemporary footage. The resource also includes a Teachers' Guide. The resource was delivered to all Manitoba schools with Grades 9 and 11 in January 2013.
- The DU Aboriginal Perspectives consultant offered various workshops to the field in 2012/13 including:
 - *It's Our Time*, an Assembly of First Nations Toolkit
 - *Grade 12 Current Topics in FNMI Studies*
 - *From Apology to Reconciliation*
 - Sustainability and Social Justice
 - Presentation on Aboriginal Perspectives to AAA teachers
- Development of an optional Grade 12 course titled *An Exploration of the Diversity of Religious Perspectives* continued in 2012/13. As well, the development of a complementary document, *Educators' Guide to Accommodating Religious Diversity in Schools* was launched.
- The Branch continued to provide leadership to and co-ordination of the Manitoba UNESCO Associated Schools Project Network. The Manitoba network has 21 UNESCO-affiliated schools. UNESCO schools collaborate with a national network of over 60 UNESCO schools, and an international network exceeding 9,000 educational institutions, all dedicated to building a global culture of peace.

Physical Education/Health Education

- Manitoba Education consultants reviewed distance learning independent study option courses relating to high school PE/HE.

Science

- The Science Safety Document (1997) continued to be revised and is in the last stages of update.
- Learning resource reviews identified new learning resources in science, primarily in high school chemistry, biology and physics.
- Renovations of science labs announced in the Science Education Action Plan have continued throughout the province. Curriculum consultants are working with the Public Schools Finance Board (PSFB) reviewing blueprints, making recommendations on new lab designs and consulting schools on purchasing enriching, engaging technologies for science education.

English as an Additional Language

- Minor revisions to planning sections in the K-Grade 12 Curriculum Framework for English as an Additional Language/Literacy, Academics and Language (EAL/LAL) Programming continued in order to maintain consistency with other department documents related to student-specific planning. Several professional learning sessions related to its implementation were held across the province.
- An Early Years EAL teacher support document is in development.

- Two Senior Years courses for Literacy, Academics, and Language (LAL) are in pilot with schools who participated in the development.
- A Senior Years course for Stages 1-2 (Beginner) EAL learners is in revision.
- Work was done with BEF and the Division scolaire franco-manitobaine (DSFM) to support development of programming and curriculum for immigrant students in Français programs who also need to learn English.
- Professional learning specifically focused on EAL students in Early and Middle Years classrooms and Senior Years content classes, especially in the area of academic language and literacy, was provided, as well as sessions for new classroom teachers.
- Work on the provincial report card included considerations for students who are learning EAL and training on the report card was provided for school division interpreters and cultural liaison workers.
- The Maple EAL site was expanded and populated with a number of resources.

International and Aboriginal Languages

- Continued to support the accord with River East Transcona School Division and the Government of Germany to place a German Language Support teacher from Germany in Manitoba for an additional two years to support German language education.
- Supported annual in-services for teachers of German and Ukrainian.
- Completed the development of a second set of Ukrainian Language Arts and Social Studies posters.
- Consulted with school divisions concerning the development of a support document on the recognition of external language credentials.
- Branch consultants collaborated with educators in the field on Manitoba Curriculum Framework of Outcomes document for Aboriginal Languages.

Career Development/Technical Vocational/Business

- Implemented Career Development curricula for Grades 9-12, and facilitated professional learning sessions. Provided access to the online career development program *Career Cruising* to all schools.
- Draft curriculum for the following seven TVE subject areas were completed and implemented in Manitoba schools in September 2012: Automotive Technology, Carpentry, Culinary Arts, Design Drafting, Hairstyling, Print Media and Sustainable Energy.
- Development teams have completed their drafts of frameworks of outcomes for the following three subject areas: Baking and the Pastry Arts, Welding Technology, and Esthetics (comprised of Nail Technology and Skin Care Technology). These curricula will be implemented in September 2013.
- Draft curriculum for the following ten TVE subject areas were completed and implemented in Manitoba schools in September 2013: Heavy Duty Equipment Technician, Machining Technology, Aviation and Aerospace Technologies, Aircraft Maintenance Technology, Refrigeration and Air Conditioning, Dental Assisting, Dental Technology, Horticulture, Jewellery and Metalsmithing, and Plumbing and Pipe Trades.
- The Grade 10 Career Development independent study course was developed and will be made available to distance learning students and to teachers as a resource in September 2013.
- Development continued on two Independent Study Option Business and Marketing Education courses –Grade 9 Futures in Business and Grade 10 Start your Own Business.

Literacy

- A *Reading is Thinking* framework was developed to provide opportunities for students to acquire optional credits in Grades 9 -11. This framework is in its final stages of pilot and will be available to Manitoba schools in September 2013. The framework is designed to support educators in addressing the literacy learning needs of students in senior years, so that

students can develop the necessary attitudes, knowledge, skills and strategies to be successful in their learning across high school curriculum areas.

Arts Education

- System-wide implementation of Kindergarten to Grade 8 Dance, Drama, Music, and Visual Arts took place in September 2011. Implementation support continued.
- Drafts of Grades 9-12 Dance, Drama, Music, and Visual Arts Curriculum Frameworks of Outcomes were completed.

Learning Resources

- Evaluated and made formal recommendations for print and digital resources for Biology Grades 11 and 12, Chemistry Grades 11 and 12, Physics Grades 11 and 12, and Phys Ed/Health Ed Senior Years as part of the Continuous Learning Resources Review Process.
- Established Teacher Evaluator Teams for two-year terms for all of the above curricular domains. Provided resources to review training for Teacher Evaluators from varied regions of the province.
- New print and digital resources, along with new editions of existing recommended learning resources were approved and forwarded to the Manitoba Text Book Bureau.
- Researched other provincial educational delivery and assessment models for digital resources. Liaised with the MTBB, Manitoba Association of School Superintendents (MASS), Manitoba Association of Education Technology Leaders (MAETL) toward the creation of a Manitoba model to deliver digital learning resources through MTBB and MERLIN.
- Planned and hosted a Publishers Meeting in October 2012 for senior publishing staff and representatives from varied publishing houses from across Canada to display and discuss digital and on-line learning resources with ICAB staff members.
- Reviewed and recommended a three-year license of Career Cruising. Assumed the lead for the Career Cruising contract and began to organize teacher and employment councilor training for Career Cruising on behalf of the departments of Manitoba Entrepreneurship, Training and Trade (METT), Manitoba Advanced Education and Literacy (MAEL), Manitoba Children and Youth Opportunities (MCYO) and Manitoba Education.

Locally Developed Curricula

- Approximately 1,100 School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs) were received and registered.
- Staff provided consultation and guidance to schools in the preparation of locally-developed curricula.
- Online registration of SICs is available and this process permits schools and divisions to agree to share their local SICs with others.

Assessment Activities:

- The Unit led, in collaboration with other Branch staff and with the Bureau de l'éducation française (BEF) and the Program and Student Services Branch (PSSB), the development work for the provincial report card, including the report card templates, an educator support document, and a business rules document. Extensive professional development was delivered to support school divisions' planning and work to implement the report card. Contact was maintained with Student Information System vendors who configure the report cards for school use.
- In 2012/13, the Branch provided support and professional learning sessions to teachers, schools and divisions on the Grade 3 and 4 Assessment in reading and numeracy, and the Middle Years Assessment in mathematics, engagement with school, reading and writing. This included ongoing support to the Manitoba First Nations Education Research Centre to assist the implementation of these provincial assessments in First Nations schools.

- Provincial tests in Grade 12 English Language Arts and in Grade 12 Pre-Calculus Mathematics/Mathématiques pré-calcul, Applied Mathematics/Mathématiques appliquées, and Essential Mathematics/Mathématiques au quotidien curricula were administered in June 2012 and January 2013.
- Statistical and research support was provided in relation to results from national and international assessments.
- Preparation was carried out for Manitoba's participation in the third administration of the Pan-Canadian Assessment Program (PCAP) 2013.
- Manitoba collaborated with the Council of Ministers of Education, Canada (CMEC) and the Organization for Economic Cooperation and Development (OECD) to review and provide reports related to "PISA for schools" (PISA – Programme for International Student Assessment), an instrument intended to be available for school use as a way to assess knowledge and skill levels in relation to OECD benchmarks. School-specific reports were provided to the three schools in Manitoba that participated in the pilot.
- The Unit represented the Department at the national level in relation to the co-ordination of national and international assessments.
- The Unit, in collaboration with the BEF, summarized and communicated assessment and provincial test results with school divisions to support local planning in support of student success.
- The Branch, in collaboration with the BEF, supported schools in using web-based applications for communicating assessment results and for registering students for Grade 12 provincial tests by offering a Help Desk service.

Learning Support and Technology Activities:

- The Unit continued to co-ordinate projects that focus on engaging students in learning experiences related to student achievement of curricular outcomes, while ensuring that they also develop the ability to think critically, creatively and ethically with information and communication technology as identified in Literacy with ICT Across the Curriculum (2006).
- Media Literacy Week is an annual event promoted by the Media Awareness Network and the Canadian Teachers' Federation (CTF). For four years running, Manitoba Education has been a collaborator in partnership with the Manitoba Teachers' Society (MTS) and the Manitoba Association for Computing Educators (ManACE) to plan events for Manitoba K-12 educators and students to learn about media literacy issues while celebrating Media Literacy Week in Manitoba.
- IGNITE is a partnership between IBM and Manitoba Education and its purpose is to IGNite student Interest in Technology and Engineering (IGNITE). Professional learning on how to facilitate an IGNITE Camp has been provided to over 75 teachers from both rural and urban school divisions. More than 100 IGNITE Camps were held across the province.
- Online Professional Learning opportunities were designed and provided to educators at a distance, using a variety of information and communication technologies. Methodologies such as video streaming, web conferencing and other online tools were explored to extend the learning and communication following face to face sessions.
- Grades 7-12 students from 82 pilot schools across Manitoba participated in the Tell Them From Me (TTFM) online student survey in May and November 2012. TTFM allows schools to gather data on measures such as school safety and academic engagement. To support the new anti-bullying initiative, Manitoba Education hosted a Safe and Caring Schools Leadership Forum on May 10, 2013, and has entered into a 3-year contract with The Learning Bar, creator of TTFM, starting in the fall of 2013 and including students across the province from Grades 4-12.
- Web-Based Courses in development in 2012/13: Applied Mathematics (40S), Global Issues Citizenship and Sustainability (40S), Psychology (40S), Biology (40S), Essential Mathematics (30S), and Applied Mathematics (30S).

Distance Learning Activities:

- The Instruction, Curriculum and Assessment Branch continues to offer services that provide distance learning opportunities for learners and professional learning, resources and support to educators and school/division administration.
- Independent Study Option (ISO) enrolment statistics for April 1, 2012 to March 31, 2013 totaled 2,872, with the majority of students from rural Manitoba. ISO provides students with access to a variety of senior years' print-based distance learning courses that allow them to be eligible to attain their Manitoba High School or Mature Student Diploma and/or to continue into post-secondary education.
- ISO courses are also sold to Manitoba teachers as curriculum-based reference materials with 1,668 copies distributed throughout the province in the past year.
- The Teacher Mediated Option (TMO) Consortium, consisting of eight superintendents from various rural school divisions, partnered with the Department to assist in the administration and management of the TMO Program.
- The TMO provided 112 rural students from 21 schools and 9 divisions with access to 23 Grade 9 through 12 courses in 2012/13 using teleconferencing technologies to attain course credits towards their Manitoba High School Diploma.
- In 2012/13, ICAB released four new Independent Study Option courses and completed the field validation or moderate revisions of nine others. Minor revisions to a number of existing courses were also completed and development work continued on 23 courses.
- There are currently 51 web-based course masters available online. Four new web-based courses were released in 2011/12 and development work continued on five courses. Several initiatives have been undertaken to enhance WBC development, including consultations with assessment consultants, subject matter consultants and web-based teachers, exploration of new strategies for course design and field validation of new courses prior to full release.
- There were a total of 145 teachers trained in the use of the Blackboard Learning Management System, including the pedagogy of online learning between April 1, 2012 and March 31, 2013. Since January 2012, there were 1,596 requests from teachers to access courses or add students and 8,845 users (students, teachers and administration) have accessed the system at least once.
- The Fort La Bosse, Lakeshore and Evergreen school divisions received grants to provide web-based course instruction to other students in small rural and northern schools. This pilot project ends June 2013.
- The Distance Learning Policy Review Committee drafted a set of proposed guidelines for the operation of a virtual collegiate(s) in Manitoba.

Independent Education Activities:

- Responded to a broad range of questions related to independent education from parents, department staff, organizations, schools and school divisions.
- Monitored 60 funded independent schools, 45 non-funded independent schools and 9 affiliated and candidate overseas schools in China, South Korea, Japan, Thailand, Bangladesh, Egypt and Ghana with respect to compliance with administrative and program requirements. On-going support was provided including matters related to administration, governance, curriculum, resources, pedagogy and assessment.
- Initiated and responded to requests for professional learning opportunities for teachers, administrators, parents and school boards.
- Collaborated with International Education Branch to develop, review, and revise Memorandums of Understanding for proposed and current affiliated overseas schools.
- Received and evaluated educational plans and reports from the families of 2,800 home schooled students, liaised with home school families and visited home schools as necessary.

- Liaised with community organizations (ex: Manitoba Federation of Independent Schools, the Association of Christian Schools International, the Archdiocese of Winnipeg Catholic Schools, the Archdiocese of St. Boniface, the Ukrainian Archeparchy of Winnipeg Catholic Schools, the Manitoba Association of Christian Home Schools and the Manitoba Association of Schooling at Home).
- Liaised with Hutterian communities and school divisions on issues concerning the education of Hutterian students.
- Responded to queries related to graduation requirements, the mature student diploma, out-of-province credit transfer, substitution of credits, and Advanced Placement and International Baccalaureate programs.
- Liaised with the Manitoba Association of Parent Councils (MAPC).

Early Childhood Education Activities:

- The Unit continued to promote and support early childhood education through increased inter-departmental collaboration, increased support for and the monitoring of the Early Literacy Initiative (ELI) and Early Childhood Development Initiative (ECDI) categorical grants, and the promotion of developmentally appropriate practices.
- Unit staff worked with other government branches, departments and external education agencies and organizations to share information and collaborate in the area of early childhood development. Staff collaborated with Healthy Child Manitoba and Manitoba Early Learning and Child Care on the support document *Early Learning: Birth to Five*. They worked with the Instructional Resource Unit to identify Early Childhood Education resources for the Education Library. Staff began working with the Manitoba First Nations Education Resource Centre (MFNERC) to strengthen Early Literacy instruction in First Nations schools.
- ECEU staff represent Manitoba Education on the Healthy Child Provincial Advisory Committee and act as the Department contact for the implementation of the Early Development Instrument (EDI), and other ECD-focused committees and initiatives. The Manitoba Children's Agenda Steering Committee and the Aboriginal Children's Sub-Committee have unit staff representation on behalf of the Department; and Unit staff are also involved in collaborating on federal initiatives such as the Community Action Program for Children.
- Support was provided to school divisions to strengthen school teams in Early Literacy. Meetings were held in school divisions providing Reading Recovery and in divisions with other forms of Early Literacy Intervention. Consultants provided guidance to school divisions initiating local research projects in literacy development in Kindergarten, Grades 1 and 2, as well as assistance in research design and analysis. Staff provided support for assessment and instructional planning for children in Early Years (K-4) having difficulty with literacy, and assisted some divisions with the development of specific literacy plans.
- Other projects included assisting teachers with student engagement in writing. A consultant continued to co-ordinate an embedded professional development series (Regie Routman in Residence) in writing instruction, expanding the project to an additional 15 schools.
- Consultants worked with some school divisions' ECDI teams to help with interpreting their EDI results to assist in planning for the divisions' early childhood development initiatives.
- ECEU consultants continue to work on a Kindergarten support document that promotes play-based developmentally appropriate practices in Kindergarten classrooms. As part of the development process a Kindergarten Learning Fair was held in 2013, for Kindergarten teachers from across the province and from 20 First Nations schools. The Learning Fair showcased exemplary Kindergarten approaches and strategies, and provided the teachers opportunities to network with their colleagues from across Manitoba.
- The Unit developed and presented workshops on Developmentally Appropriate Programming (*A, B, Cs and 1, 2, 3s of DAP*), and the Importance of Play (*Remembering to Play*) for parent audiences, and are in the process of developing another workshop on Integrating Literacy into play-based classrooms.

- Branch staff provided support to the Deputy Minister and Minister related to Manitoba's activities in the Council of Ministers of Education, Canada through their role as provincial advisor. The advisor sits on various committees related to educational data, research and statistics, and is responsible for co-ordinating the collection and dissemination of provincial education data and statistics for federal data collections.
- ECEU staff members provide research and statistical analysis support on specific projects (ex: Reading Apprenticeship, Student Success, report on Manitoba Mathematics Assessments) to the School Programs Division, other branches within the Department, and schools and divisions. They advise on research and evaluation methodology and assist with or compute statistical analyses.

Field Support Activities:

- Consultants worked with teacher implementation teams to deliver regional workshop sessions in support of early years, middle years and senior years mathematics; early years, middle years and senior years social studies; Grades 10-12 science; Literacy with ICT Across the Curriculum (LwICT); K-12 physical education/health education; Transforming Middle Years Education in Manitoba; and oral language in Kindergarten. Branch consultants also supported implementation of the Middle Years Assessment; Grade 3 Assessment in Reading and Mathematics; and the Early Numeracy Initiative. Branch consultants supported implementation of Geographic Information Systems (GIS) software for middle and senior years schools.
- Branch staff initiated and responded to requests for professional learning opportunities for teachers, administrators and parents. These included sessions related to:
 - Curriculum (mathematics, science, social studies, physical education/health education, arts education, English as an Additional Language, Aboriginal Languages)
 - English Language Arts Developmental Reading Continuum
 - Literacy with ICT Across the Curriculum K-12
 - Engaging Students in Reading Comprehension
 - Literacy learning within high school disciplines (Reading Apprenticeship)
 - Making meaning of digital text
 - Planning for EAL students learning in general classrooms, subject-area classrooms and affiliated overseas schools
 - Regional *Career Cruising* training workshops. *Career Cruising* provides access to in-depth occupational information and college, university and apprenticeship information.
 - Distance learning programs and services
 - Classroom-based assessment and grading
 - Using assessment information
 - Education for Sustainable Development
 - Teaching in multilevel classrooms
 - Co-teaching
 - Implementing the middle years resource *Engaging Middle Years Students in Learning: Transforming Middle Years Education in Manitoba*
 - Professional integrated multilevel learning support was offered to schools and school divisions. A co-teaching model for Manitoba classrooms was created in partnership with Student Services and was shared through professional learning sessions for Grades 1-12
 - Teaching and learning through inquiry
 - Copyright in a digital world, digital citizenship, social networking, electronic portfolios, mobile learning, professional learning networks
 - Aboriginal awareness, anti-racism and intercultural education, international language programming, EAL programming and school and divisional literacy planning
 - Treaty Education Initiative on behalf of the Treaty Relations Commission of Manitoba. The purpose of the Treaty Education Initiative is to enhance student learning by:

- strengthening the identities of First Nations students and building strong leaders; generating student awareness and understanding about First Nations in Manitoba, the treaty making experience, and the contemporary relevance of this enduring Treaty Relationship; and contributing to a broader understanding of what the existing core curriculum concepts of identity and citizenship mean to First Nations
- Training specialists of the Manitoba First Nations Education Resource Centre in support of the Student Success Project (phasing in of provincial assessments into First Nations schools)
- Senior years policies and programming
- Senior Years "E" course designation
- Training for ICAB staff and outside stakeholders related to new software (especially Microsoft Office Communicator and Live Meeting) and web applications (webinar and in-person)
- Independent education in Manitoba
- Governance in independent schools for parent advisory councils
- Independent school leaders policy development
- Leadership and governance for independent school trustees
- Home schooling in Manitoba

Special Initiatives:

Provincial Report Card

- In September 2010, the government announced a plan to implement parent-friendly report cards written in plain language and mandated for use in all public schools.
- The emphases are:
 - parent-friendly, plain language
 - help parents be full educational partners
 - allow for enriching teacher comments
 - identifies where child is excelling and where extra help is needed
 - developed in consultation with parents and educators
- The implementation schedule is:
 - Draft templates – 2010/11 school year
 - Pilot in schools – 2011/12 school year
 - Voluntary implementation – 2012/13 school year
 - Provincial implementation – 2013/14 school year

Aboriginal Education

- Manitoba Education continues to provide support to the Duty to Consult initiative, a project led by Manitoba Aboriginal and Northern Affairs (MANA), in partnership with a number of Manitoba departments. The purpose is to develop guidelines for crown consultations with First Nations, Métis communities and other Aboriginal communities. Workshops are offered through Organizational & Staff Development (OSD).
- Manitoba Education provided support for the Advocacy and Public Information Project (APIP), initiated by the Assembly of Manitoba Chiefs (AMC) Secretariat to provide healing and reconciliation amongst youth and inter-generational survivors of residential schools. Phase One, the development of a Teacher's Guide, will be completed in April 2012. There is, to date, no financial commitment by the AMC to develop phase two--implementation.
- Manitoba Education continues to provide support for It's Our Time, an initiative to develop an education toolkit intended as a resource for First Nations and non-First Nations educators and students. The proposed toolkit would provide foundational awareness of First Nations issues in Canada from a First Nations perspective. A prototype toolkit was developed by the Assembly of First Nations (AFN). Regional kits will be developed in co-ordination with the AFN. In Manitoba, the initiative is led by MANA, with the support of Manitoba Education's

Instruction, Curriculum and Assessment Branch as well as the Aboriginal Education Directorate and the MFNERC.

- Manitoba Education provides support for the Legislative Assembly of Assiniboia (LAA) initiative. Phase One of this initiative, led by MANA, in partnership with The Manitoba Metis Federation, is to develop a resource to support teaching and learning in Social Studies about the LAA, the government formed by the Métis of Manitoba in 1870 during the Red River Resistance.

Healthy and Active Living

- In the area of Physical Education/Health Education (PE/HE), partnerships on classroom resources for Life Skills Training continued. The Department has been an active partner in the development, implementation and knowledge exchange of the Youth Health Survey (YHS) with Partners in Planning for Healthy Living and CancerCare Manitoba. The Provincial Report of YHS is expected to be released in early 2014.
- Manitoba Education consulted with Healthy Child Manitoba Office (HCMO) and partners regarding content, layout and details of a Manitoba Puberty Resource entitled *Growing Up OK!* which is expected to be posted and distributed in 2013.
- Manitoba participated in the Joint Consortium for School Health and the Federal, Provincial, Territorial group on Nutrition and Education Sector (Health Canada) related to school nutrition.
- Manitoba Education continued working with various partner groups including: Manitoba Physical Education Supervisors Association; Manitoba Physical Education Teachers Association; Healthy Schools; Manitoba High Schools Athletic Association; Youth Suicide Prevention Committee; Partners in Planning for Healthy Living (Youth Health Survey); the Physical Activity Coalition of Manitoba; and the Sudden Cardiac Arrest Working Group.
- The PE/HE Curriculum Consultant continues to be actively involved in supporting the Healthy Schools Initiative (with Manitoba Healthy Living, Seniors and Consumer Affairs).

Education for Sustainable Development (ESD)

- Continued to lead the Council of Ministers of Education, Canada (CMEC) ESD Priority Area to co-ordinate action that will support and strengthen the implementation of ESD in K-12 in all provinces and territories.
- Deputy Minister, Gerald Farthing, continued to Chair the United Nations Economic Commission for Europe Education for Sustainable Development Steering Committee.
- Continued to be actively involved in the UN Decade for Education for Sustainable Development.
- Premier participated in the UNESCO side event on "Educating for a Sustainable Future" at Rio+20.
- Established an MOU related to ESD with Manitoba Conservation and Water Stewardship.
- ESD is included in Manitoba's Green Plan, Tomorrow Now document.
- Established an ESD Leadership Council comprised of education and government leaders to advise/assist in the development and implementation of a year ESD Action Plan for the province.
- Co-chaired the Manitoba Education for Sustainable Development Working Group (MESDWG), representing a broad range of members from all sectors who come together to promote ESD. In this capacity, worked with MESDWG to plan for Celebrating Sustainability Month to take place October 2013.
- Continued to implement ESD for K-12 education by providing information sessions, workshops and resources for schools and school divisions and gathered information about ESD activities in the schools.
- Identified the following areas as ESD priority actions: 1) to ensure that there is an ESD school plan in every school by 2015; 2) promote the introduction of ESD into teacher

education; and 3) to reorient technical and vocational education and training in support of sustainable development and the transition to a green economy.

- Partnered with The Manitoba Association of School Superintendents (MASS) to undertake a conference called Sustainability: Educating for ACTION. This conference is intended to develop understanding of the cultural, environmental, and socio-economic challenges of educating for sustainability and is rooted in the whole school approach to sustainability.
- Partnered with the International Institute for Sustainable Development (IISD) to release the following reports: *Education for sustainable development at Manitoba Colleges and Universities* and *Technical-Vocational Education for Sustainable Development in Manitoba*.
- Assisting the Early Childhood Unit to revise the Kindergarten document *A Time for Learning, a Time for Joy* by infusing ESD.
- Partnered with Manitoba Hydro to provide 22 awards from 82 applications for ESD grants for the 2013/14 school year.
- Continued partnership with ArtsJunktion to provide teacher workshops incorporating ESD.
- Continued implementation of the Eco-Globe Schools annual recognition program (94 Eco-Globe Schools have been recognized for their achievement at the Awareness and Action levels and one school for Transformation Level).
- Provided a grant to FortWhyte Alive to further integrate sustainable development into their programs and to assist teachers in finding ways to use the outdoors/natural environment as an important component of their teaching strategies.
- Identified ESD support resources and posted information on the ESD website.
- Participated in the ESD categorical grant review meetings with school divisions to inform and be informed about ESD activity in schools and divisions across the province.
- Hosted a workshop for educators, civil servants and NGOs on "Educating in Nature"
- Hosted Learning for a Sustainable Future EcoLeague Youth Forum and teacher workshop.
- Continued to promote the Domain Framework for Whole System Approach to ESD for school divisions in Manitoba.
- Provided support for youth involvement in ESD activities such as: Envirothon, Arctic Climate Change Youth Forum, and Youth Engaging and Sustainability (YES).
- Provided new funding to support the Technical Vocation Initiative (TVI) in order to help give students the tools and skills they need to meet the growing demand in the green jobs sector. The four-year program initiative will build on the success already achieved through TVI and expand to new focus areas including green technologies, and alternative and renewable energy sources that will focus on programming in energy-efficient and sustainable technologies with emphasis on biothermal, biomass, solar and wind.
- Provided funding to support greening of outdoor school spaces in new school builds so they are both environmentally friendly and can be used as outdoor learning spaces.
- Partnered with the Green Schools Conference to assist the participation of Manitoba Educators to attend and present initiatives from their schools and divisions on ESD.

Low Socio-Economic Communities Strategy (SES)

- Continued the Student Success Initiative pilot project to support students in staying in school and eventually graduating. Elmwood High School, Eriksdale School, Ashern Central School, Lunder School, Margaret Barbour Collegiate Institute and École Scott Bateman Middle School are participating.
- Supported Winnipeg School Division's work of an inner city educators' institute that enhances the knowledge and skills of teachers and administrators in schools in low-income neighbourhoods.
- Supported partners and stakeholders in providing summer learning loss programming, including the Boys and Girls Clubs of Winnipeg, Frontier College, University College of the North and Pembina Trails School Division.
- Supported Rossbrook House in providing after-school programming.

- Provided provincial funding in support of high incidence special needs students. Funding for high incidence special needs and students-at-risk was restructured to better consider the socio-economic status of school communities as a factor in determining the allocation of available funding.
- Participated on interdepartmental groups with a focus on supporting children within low socio-economic settings, including Healthy Child, ALL Aboard Poverty Reduction Working Group and Neighborhoods Alive!
- Participated in the Vital Indicators Project with the Social Sciences and Humanities Research Council of Canada, Community University Research Alliances Program.
- Worked with Grand Rapids First Nations to support school effectiveness and project-based learning approaches. Provided consultative support to a MFNERC project designed to help Aboriginal students in First Nations schools transition successfully to public schools.
- Consulted with divisions and schools on issues affecting low SES schools.
- Supported Mystery Lake School District in their *Youth Build* Program. The purpose of the program is to engage youth in earning academic credits and gaining employability and life skills.
- Worked with Lakeshore School Division's school reform process. Details of this process are described at www.reimagine.lakeshore.com.

English as an Additional Language

- The Branch supported divisions and schools, especially in rural and northern areas, in formalizing their planning and protocols for EAL and increasing local capacity for welcoming and meeting the needs of EAL learners and families.
- Clarifying the Right-to-Attend policy for newcomer families living in temporary housing has resulted in improved timely access to local schools.
- The EAL Divisional Network provides ongoing support for building divisional capacity around EAL and newcomers.
- Ongoing consultative support around promising practices for EAL students was provided to schools, divisions, other Department units and within the Curriculum Development Unit.
- The EAL and newcomer perspective was included in broader department initiatives, such as *Reading is Thinking*, *Reading Apprenticeship*, the Kindergarten Support Document and the attendance initiative.
- Discussions were held with high schools about the effective and appropriate use of "E" designated course credits to help EAL students gain language in the content areas and transition into courses with regular designations. Consultations have also been held with high schools regarding: foundational mathematics instruction for EAL students with limited prior schooling; and ways to improve access to technical-vocational programming for EAL students.
- Work has been done with Schools Finance Branch on changes to the reporting of information on newcomer students to inform future planning, with expected incorporation into EIS reporting system in the fall of 2014.
- The Intensive Newcomer Grant guidelines and reporting requirements were revised to encourage a better alignment of projects with the intent of the grant.
- Collaboration with Aboriginal perspectives consultant on a two-day provincial professional learning event for educational leaders on *Cultural Proficiency*.
- In collaboration with Metro School divisions, provided a two-day provincial professional learning session on *Building Academic Language*.
- Participation on the Newcomer Children, Youth, and Families Interdepartmental Working Group; interim report has identified "areas of focus and action" that Education is taking or will take the lead on.
- A series of newcomer parent information brochures is in development.

- Participation in an interdepartmental working group on meeting interpreting needs within all sectors of government including Education. This working group produced an interim report identifying issues related to interpreting and identified recommendations for the development of provincial interpreter services. Consultation with educators was conducted to identify the needs and issues associated with interpretation for newcomer families and schools.

Diversity and Equity Education

- Continued the diversity and equity portal on the Manitoba Education website to promote diversity, intercultural and anti-racism education.
- Continued the renewal of the Department's *Multicultural Education Policy*, and development of an information campaign on diversity and equity.
- Completed the development of a *Life After War* support document for educators working with war-affected children and youth.
- Continued the development of resources for educators on exploring and accommodating religious diversity.
- Continued to develop educator resources for exploring diverse families.
- Launched research initiative concerning the development of resources for educators on challenging homophobia and discrimination based on sexual orientation or gender identity.

Middle Years Student Engagement Initiative

- *The Middle Years Electronic Handbook* is nearing completion and will provide educators with online examples of best and promising Middle Years practices in Manitoba classrooms.
- *A Parent Handbook* is in the process of development and will provide parents of young adolescents with a deeper understanding of and support for the development and learning of their children in Middle School.
- Offered recommendations and Middle Years perspectives to the Canadian International Development Agency's (CIDA) International School Twinning Initiative for Grade 6-8 students.
- Provided feedback and recommendations on the application of the Middle Years Experiential Learning Grant to school divisions visited during the 2012/13 grant reviews.
- Provided implementation guidance and support to Middle Years schools and school divisions participating in the Attendance Grant Initiative.

Technology Education (Vocational, Industrial Arts, Home Economics)

- Provided consultation services to schools and school divisions regarding the expansion and/or enhancement of technical vocational programming. Support was also provided regarding the application process for additional funding support for technical vocational equipment upgrades, demonstration projects and associated professional development initiatives.
- Provided consultation services to the Public Schools Finance Board (PSFB) and school divisions regarding technical vocational program facility planning and equipment layout and created equipment list requests for PSFB approval.
- Verified financial support for the expansion and upgrading of technical vocational equipment provided by the Technical Vocational Initiative (TVI).
- Provided consultation services and support for the expansion of technical vocational programming in the North via the NorMan consortium and Frontier Collegiate.
- Developed a partnership between School Programs Division and the Construction Safety Association of Manitoba to investigate the opportunity to provide all Manitoba schools with access to an online Workplace Hazardous Materials Information System (WHMIS) training and certification program. Implementation schools offering the High School Apprenticeship Program have been provided access to the program, with over 55 teachers currently utilizing this online teaching/learning tool.

- Provided consultation services to Evergreen School Division regarding the development and implementation of technical vocational programming and the development of a regional consortium partnership proposal for Career and Technology Studies.
- Provided consultation services and programming advice to the Technical Vocational Leadership Council, which consists of principals of regional and other vocational high schools.
- Implemented the first round of the Skill Build Project in rural and northern Manitoba with the intent to link Industrial Arts and Vocational programs, where feasible, with a further option to lead student involvement in Apprenticeship.
- Provided support regarding the transfer of the Technical Vocational Initiative Equipment Upgrade Grant to ICAB and implemented the funding application process for the 2012/13 school year.

Career Development

- Linked K-12 Career Development policies, programs and resources to the multi-departmental Career Development Strategy. This strategy proposes a common, "seamless" approach to career development across Manitoba's education and training system. A key objective of this strategy is for Manitobans to develop broad-based career management/employability skills that are crucial to succeed in today's increasingly knowledge-based economy. The Strategy also acknowledges that acquiring these skills and related career interests helps K-12 students better engage in their school subjects.
- Continued refinement of a K-12 and Youth action plan, to support implementation of the Career Development Initiative, with involvement of MB4Youth, Technical Vocational Initiative and BEF. The Career Gateway website continues to be refreshed as part of the Government of Manitoba's commitment to providing career information and services to all Manitobans.
- Manitoba continues to sponsor the popular Take Our Kids to Work (TOKW) program for Grade 9 students. The TVE Unit has begun conversations with the Workers' Compensation Board of Manitoba to partner with this initiative for the next school year.
- Participated in the Rotary Career Symposium and the Brandon Career Symposium.
- Assisted with the distribution of Manitoba Prospects – a resource for Grade 9-12 students, parents, school counsellors and any Manitoban seeking current career information.
- Assisted with the development of an extension contract for Career Cruising – an online career development tool for all Manitoba schools and students.

Financial Education

- Manitoba Education is working in collaboration with the Canadian Foundation for Economic Education on the *Building Futures* project. *Building Futures* is intended to improve students' economic and financial knowledge and skills by integrating opportunities to learn about economics and finances within existing curriculum.
- Learning modules have been developed for Grades 4 to 7 and are being developed for Grades 8 to 10 and emphasize participatory, hands-on simulations that are cross-curricular, focusing on learning outcomes associated with the areas of economic and financial skills in Early Years, Middle Years and Senior Years. This model, integrating economic and financial education with core curricula, has captured the interest of other provinces. Financial literacy is viewed as essential in preparing young people for life outside the school walls.

Support for the Arts

- The Branch, in partnership with other government and non-government agencies, supported a number of arts-related initiatives including ArtsSmarts, Music Month and the Music for All initiative.

Special Grants

- The Branch provided support to the field via the administration of a number of grants:
 - For schools/school divisions: Middle Years Experiential Learning Grant, Intensive Newcomer Support Grant, EAL Student Support Grant, Sustainable Development grants, Music Month grants, Early Literacy Intervention Grant, Heritage Languages Grant, Aboriginal Academic Achievement Grant, Early Childhood Development Initiative Grant and Web-based Course Seat Sharing grants. A number of these grants are monitored through the Categorical Grant Review process, a three-year cycle that includes annual financial reporting and one year with written reports followed by a school division visit from the Department grant lead consultants.
- Continued funding agreements with partner organizations: Manitoba Association of Parent Councils and The Family Centre of Winnipeg.
- Collaborated and supported the School Attendance Initiative.

Intersectoral Collaboration

- Staff in the Branch work with other government branches, departments and external education agencies and organizations to support initiatives being implemented in several areas, including early childhood development. ICAB staff also represents the Branch on the Interdepartmental Newcomer Children, Youth, and Families working group and the Interpreter Services working group.
- Staff have been working with the Canadian Museum for Human Rights to create a memorandum of understanding between our two organizations, which is anticipated to be signed by the Minister of Education and the CEO of the CMHR in September 2013.

2 (c) Instruction, Curriculum and Assessment

Expenditures by Sub-Appropriation	Actual 2012/13 \$000	Estimate 2012/13 FTE	Estimate 2012/13 \$000	Variance Over (Under) \$000	Expl. No.
Salaries and Employee Benefits	7,172	102.42	7,829	(657)	1
Other Expenditures	4,730		4,027	703	2
Assistance	1,085		1,211	(126)	
Total Sub-Appropriation	12,987	102.42	13,067	(80)	

1. Under expenditure mainly reflects costs for seconded salaries budgeted in Salaries but paid through Operating (16-2C-2), vacancies, reduced casual staff requirement, and savings as a result of Voluntary Reduced Workweek, partially offset by the Special Wage Adjustment and severance and vacation payouts for retirements.
2. Over expenditure mainly reflects costs for seconded salaries budgeted in Salaries but paid to school divisions from Other Expenditures.

Program and Student Services

The mandate of the Program and Student Services Branch is to work inter-departmentally, with educators and with families to promote and support the effective development and implementation of provincial policies, programming and planning and priority initiatives that support the educational success for students with exceptional learning needs in the K-12 educational system in Manitoba.

The Branch is organized into three units, in addition to the Manitoba School for the Deaf (MSD), with the following functions:

- **The Student Services Unit (SSU)** provides support to school divisions and funded independent schools in the provision of appropriate educational programming. The Unit works with school divisions, community partners and partner departments to meet the needs of students who have exceptional learning, social/emotional, behavioural, sensory, physical, cognitive/intellectual, communication, academic or special health-care needs. This includes administering the Special Needs Funding Access to students requiring extensive support with educational programming. The Unit also provides information and assistance to school divisions, including funded independent and band-operated schools, to ensure the Department's appropriate educational programming standards, policies and guidelines are effectively implemented. The Unit facilitates a stronger link among schools, families and communities through the provision of parent-friendly support materials, information-sharing sessions for families and partnerships with organizations that provide a voice to parents in the education system. The Unit provides consultant support for school divisions, school teams (support to teachers and clinicians), and direct teaching support to students who are blind or visually impaired. In collaboration with the Educational Resources Branch, the Unit provides access to special learning materials (Braille, large print, audio and electronic formats) for students who are blind or visually impaired. The Unit provides access to assistive technology to school divisions on a trial basis through the Assistive Technology Lending Library. School improvement activities are supported through school and divisional planning and the Planning in Education Initiative. One of the Unit's priorities is Aboriginal family and community involvement in the education of Aboriginal students, particularly those with exceptional needs. The Unit provides additional consultative and professional support to school divisions in rural and northern Manitoba where specialist support is not easily accessed.
- **Deaf and Hard of Hearing Services Unit (DHH)** includes the Manitoba School for the Deaf (MSD) and the Consultant Outreach Team (COT). The COT provides consultative support, resources and information to school divisions and funded independent schools with respect to educational programming, standards, policies and guidelines for students who are DHH and particularly students who attend school in rural or northern Manitoba. Staff collaborate with divisions and partner organizations such as the Society for Manitobans with Disabilities (SMDI) and Central Speech and Hearing Clinic (CSHC) to support students. The Unit also supports the various departmental priorities through collaboration with other departments and the MFNERC. The Unit provides support for DHH Aboriginal students who live in rural and northern communities or attend the School for the Deaf. In collaboration with Aboriginal Affairs and Northern Development Canada, the DHH Unit also supports DHH students living in First Nations Communities.
- **The Financial and Administration Unit** provides administrative support and financial management services to the Branch and co-ordinates reporting processes in response to government requirements. The Unit provides financial support to both the Program and Student Services Branch and the Manitoba School for the Deaf.
- **The Manitoba School for the Deaf** provides education based on the Manitoba provincial curriculum for K-12 students who are DHH in an American Sign Language (ASL)-English bilingual/bicultural environment. It also provides early years bilingual-bimodal (spoken English-ASL) programming. See the section on The Manitoba School for the Deaf contained within this report.

The following information highlights the major activities of these units within PSSB.

Student Services Unit:

- Continued leadership role within Manitoba Education to work with school divisions and communities towards the implementation of the appropriate educational regulations and standards through consultation, in-servicing and support tools. Support for the implementation of appropriate educational programming, an amendment to *The Public Schools Act* and the Standards for Student Services continue to be a priority for the Student Services Unit.
- Implemented the recommendations from the Office of the Auditor General (2011). Ongoing changes are being implemented.
- Staff from SSU work with school divisions to ensure effective implementation of the Department's appropriate educational programming standards, policies and guidelines. This includes three review activities where 1/3 of divisions are reviewed each year:
 - Review and Reporting Process to examine appropriate educational programming standards, special needs funding, and the implementation of the Student Services Grant
 - Student Services Plan Reports monitoring special needs programming support
- SSU also leads the Division/School Planning & Reporting Process where school/divisional plans are submitted to the Department on a three year rotational basis. The school divisions' response to the visits continue to be positive and the increased opportunity for dialogue and collaboration between divisions and Manitoba Education supports accountability.
- Continued to work with school divisions to make the reporting processes for school plans, student services planning and special needs funding more efficient while meeting the shared need to collect and utilize information for continuous improvement.
- Administration of the Special Needs Categorical Funding process for students requiring extensive support in educational programming. The student specific application process and the review of applications continue to have the goals of portability and maximum/multi-year funding.
- Professional development opportunities are provided on an ongoing basis in areas that include:
 - Student Services Planning & Administration, individual educational planning, policy implementation
 - The Special Needs Funding Process
 - Core competency areas of special education/appropriate educational programming, resource support, academic achievement for students, transition planning
 - Positive behaviour planning, classroom behaviour management, autism, mental health and severe and complex behaviour management
 - Annual orientation sessions for Student Services Administrators, principals and resource teachers
 - Counselling, speech language, psychology and social work leadership and practice
 - Specific learning disability areas
 - Wrap-around planning and complex programming support
 - Inclusive schools and teaching practice including co-teaching and universal design
 - New policy and support documents
 - As well as other requested topics
- Expanded and enhanced the assistive technology resources available to support students with learning and communication disabilities.
- Led a number of initiatives in Safe and Caring Schools, Attendance, Rural and Northern Learning Resource Center and Student Services to support inclusive and positive schools.
- Held the Annual Summer Institute for educators in student services topics.
- Supported the implementation of the provincial report card for students with special needs.
- Communication and collaboration with school divisions occurred on a regular basis in support of initiatives that were a priority for both school divisions and the Department. Priorities included integration of Aboriginal perspectives, increased involvement of families and community, appropriate educational programming, supporting children and youth with

mental health concerns, safe and caring schools, the reduction of bullying behaviours and school-wide behaviour management.

- Provided clinical supervision on request for speech/language pathologists, social workers and psychologists employed by school divisions in rural and northern Manitoba.
- Provided school division student specific consultations for children with a broad range of special needs including those with severe multiple disabilities, autism, emotional/behavioural disorders and extensive learning and communication disorders.
- Provided itinerant support to Blind/visually impaired students in their local schools across the province. Services were provided in collaboration with the local school team and included direct teaching, modeling lessons, specialized teaching (Braille), supporting the Individual Education Planning process, academic programming, as well as providing workshops and consultative support to educators. The consultants within the Blind/Visually Impaired Services provide direct programming, consultative services and material support to school divisions and funded independent schools for programming to blind/visually impaired K-12 students. In collaboration with the Educational Resources Branch, the consultants for the blind/visually impaired supported schools in programming for students. The supports include Braille, the long term loaning of specialized technology/adaptive equipment, as well as orientation and mobility training.
- Distance technology is used daily to support rural and northern students and staff.
- Worked collaboratively with the departments of Justice, Family Services and Labour and Health. Met regularly with the Student Services Inclusive Education Advisory Committee to share information and consult on future initiatives.
- Met regularly with the 37 School Division Student Services Administrators to share information, consult and plan on future initiatives.
- Finalized the provincial interdepartmental protocol for planning for students with profound emotional/behavioral needs using a wrap-around approach to enhance a wrap-around planning process.
- Finalized the Joint Educational Planning and Support Protocol for Children in Care.
- Once approved, interdepartmental training sessions for both protocols will be held across the province.

Deaf and Hard of Hearing Services Unit

- Provided consultative and specialized direct support to students who are DHH in their local schools. Services were provided in collaboration with the local school team and included direct instruction/therapy, modeling lessons, supporting the Individual Education Planning process, academic/social emotional/self-advocacy programming, as well as providing workshops and consultative support to educators. Distance technology was used daily to support rural and northern students and staff. COT staff worked in collaboration with the MSD staff; specialized resource personnel from MSD were accessed to support students throughout the province as required.
- Provided, on request, assessment of division staff interpreting skills to assist human resources departments with their hiring and placement process.
- Collaborated with and supported the University of Manitoba Deaf specialization in the post-baccalaureate (after degree) program, which is in its first year.
- Partnered with the Canadian Association of Educators of the Deaf and Hard of Hearing to provide a professional development opportunity with a world-renowned speaker to support professionals and organizations in the field.
- Continued to organize provincial networking days to support the learning and social interaction of Manitoba's Deaf and hard of hearing students, as well as the staff who work with them.
- Participated with Health and Family Services staff in the Children's Therapy Initiative Audiology Group (CTI) working on the development of a central intake process for students who are DHH.

- Led local research on the new bimodal-bilingual early years programming at MSD.
- Continued leading and working with the Provincial Inclusive Education Committee (which has representation from Manitoba Education, CSHC, SMDI and Professional Teacher of the Deaf Network) to collaborate on professional development opportunities for Manitoban teachers working with students who are DHH.
- Worked with SMDI to support ASL Immersion programs that are held at MSD.
- Continued to provide enhanced distance support to teams involved with students who are DHH. Virtual classrooms are being held at MSD and attended by students who are DHH in rural areas.
- Continued providing ASL-Deaf culture credit course to high school students in a pilot of the ASL-Deaf Culture Manitoba Curriculum course in one school division.
- Continued to create and distribute a provincial calendar of events for DHH students and school teams; a provincial brochure outlining Manitoba Education DHH services; and, ASL credit information.
- Continued correspondence with school divisions regarding pertinent DHH information and events.
- Co-hosted provincial workshops with the SMDI, CSHC, and the Teacher of the Deaf and Hard of Hearing Professional Network.
- Continued to provide learning opportunities/workshops/presentations for classroom, school, and division-wide and provincial inservices. Workshops/presentations were also provided for university classes and community groups upon request.
- Chaired a Cochlear Implant Research Committee with representation from the service providers in education, family services and health.
- Supported and organized opportunities for Deaf and hard of hearing and blind and visually impaired students, their teachers and families to collaborate, interact and learn together. Opportunities included student get-togethers; networking days for staff, professionals and families and literacy camps.

Rural and Northern Initiative

- Continued to provide enhanced support to rural and northern school divisions. Four consultants are assigned responsibility to rural and northern school divisions in the area of student services to provide enhanced training in learning disabilities, programming and support in adaptive technology, student-specific consultation, clinical supervision and resources.
- Video Conferencing/Northern Support Centre was moved to The Pas from Thompson in summer 2012.
- Expanded use of video conferencing to provide support to rural and northern Manitoba. The video conferencing classroom has been used to provide professional learning opportunities for teachers, clinicians, educational assistants and other professionals, as well as provide case conferencing with specialists from PSSB around student-specific planning.
- Continued work with northern divisions to provide access to professional learning opportunities in the north.
- Administered Rural and Northern Bursary. The goal of the bursary is to support school divisions in the recruitment and retention of clinicians such as psychologists and speech language pathologists in hard to fill areas.
- Increased the Branch's capability to provide professional learning opportunities in a variety and/or combination of methods including online courses, video-conference, u-stream, summer institutes and in-person; especially with school teams in rural and northern schools/divisions. Over 800 educators and clinicians participated in a recent series of workshops in the area of Mental Health either in person, via video conferencing, and/or through u-stream.
- Continued the Access Technology initiative by providing rural and northern school divisions' access to adaptive equipment and software for short term loan.

Special Initiatives:

- Continued to work with the Youth Justice Educational Intake Team, in partnership with Manitoba Justice and The Winnipeg School Division. The Team is comprised of two specialist teachers who work in the Youth Corrections Division to ensure that youth who are incarcerated receive the necessary assessments to assist in planning for continued educational programming both while incarcerated and when the youth transitions into the community. The primary goal of the Intake Team continues to be identifying potential learning difficulties and planning for educational programming while the youth is incarcerated and while they transition to the community.
- Provided a leadership role in identifying issues related to School Attendance.
- Participated in the Point Douglas Lord Selkirk Park Community Revitalization Initiative.

Document Production

- Continued development of in-progress documents: Resource Teachers Handbook, Support Document on Learning Disabilities, and in collaboration with Healthy Child – A Protocol for Registering Students in Care in Manitoba Schools.

Additional Activities/Field Support

The Branch continues to work with school divisions and communities to support the implementation of the following documents:

- *Appropriate Educational Programming in Manitoba: Standards for Student Services*
- *Appropriate Educational Programming: Handbook for Student Services*
- *Working Together: A Guide to Positive Problem Solving for Schools, Families and Communities*, and accompanying brochure
- *Working Together: A Guide for Parents of Children with Special Needs*, and accompanying brochure
- *Building School Partnership: A Handbook for Parents, Families, Councils and the School Community Supporting Inclusive Schools; A Handbook for Developing and Implementing Programming for Students with Autism Spectrum Disorder*
- *Towards Inclusion: Supporting Positive Behaviour in Manitoba Classrooms*
- *Services for Students Who Are Blind or Visually Impaired*
- *Bridging to Adulthood: A Protocol for Transitioning Students with Exceptional Needs from School to Community*
- *Educators' Resource Guide Supporting Students Who Are Deaf and/or Hard of Hearing*
- *Student-Specific Planning: A Handbook for Developing and Implementing Individual Education Plans (IEPS) (2010)*
- *Educational Assistants in Manitoba Schools*
- *Working Together: A Parent's Guide on Transitioning Youth to Community*
- *Not in My School – Learn how you can help stop bullying at school and in your community* brochure
- *Manitoba Sourcebook for School Guidance and Counseling Services: A Comprehensive and Developmental Approach*
- *Speaking and Listening; First Steps to Literacy*

Service/Funding Agreements

- The Branch manages a number of Program Agreements with educational partners and school divisions including:
 - Behavioural Health Foundation
 - Louis-Riel SD – Inter-divisional Student Services Program (ISSP)
 - Louis-Riel SD – STEP
 - Marymound Inc. – School
 - Marymound Inc. – Youth Emergency Education Service

- Manitoba School Boards Association - Safe Schools Manitoba
- Kelsey S.D – Northern Learning Resource Centre (began in 2012)
- New Directions – Training Resources for Youth (TRY) Program
- Red River Valley SD – ISSP
- River East Transcona SD – ISSP
- Winnipeg SD – ISSP
- A Letter of Agreement with MFNERC, first signed in May 2007, allowed one staff from MFNERC to work with the Department's Deaf and Hard of Hearing Services Unit in a learning/mentoring relationship while providing consultative support to First Nations communities regarding programming for students who are Deaf and hard of hearing. While building the capacity of MFNERC to program for DHH students in First Nations communities, the partnership provides an opportunity for department staff to learn skills from the MFNERC staff for working with individuals, schools and communities involving First Nations cultures.
- A Letter of Agreement with Nunavut allowed 2 staff, a Consultant for the Deaf and a Consultant for the Blind, to travel to Nunavut to support several Deaf and hard of hearing and blind students in their home communities.

Interdepartmental Co-ordination of Services

Staff continue to be involved in several interagency projects including:

- Transition Planning for Youth aged 16-21
- Specialized Services for Children and Youth
- Fetal Alcohol Spectrum Disorder (FASD) Strategy Steering Committee
- The Provincial Advisory Committee on Child Abuse
- The Multi-jurisdictional Implementation Team (sexually-exploited children)
- Consultation Committee on Education for Children who are Deaf and Hard of Hearing
- The Manitoba Association of Visual Language Interpreters
- Autism Steering Committee
- Mental Health Strategic Plan Working Group
- Jordon's Principle Working Group
- Point Douglas Lord Selkirk Park Community Renewal Initiative

The Branch continued its involvement at interdepartmental levels and provided leadership to facilitate service co-ordination of children with multi-dimensional services needs, and their families, receiving services from several departments and/or agencies (Education, Family Services and Labour, Health, Justice and Healthy Child Manitoba). The various working groups continue to collaborate to ensure service systems deliver co-ordinated services and utilize resources in an integrated manner when serving children and their families with complex service needs including:

- Disabilities Issues Office – Disability Framework an Opening Doors Initiative
- Interdepartmental co-ordination of services for children and adolescents with severe to profound emotional/behavioural disorders and mental health
- Healthy Child Manitoba – Interdepartmental Planning and Coordination Committee, with a focus on the following strategies: FASD, Autism, Mental Health, Sexually Exploited Youth and Domestic Violence
- Children's Therapy Initiative
- The Unified Intake and Referral System (URIS)

Sustainable Development

The Program and Student Services Branch staff consider the long-term impacts of decisions regarding its programs/services on the economy, the environment and the health and well-being of people (ex: the "needs of the public" are kept in mind when programs are being developed and/or implemented). The Branch carries out management procedures in line with sustainable development

including decision-making, planning, budgeting and procurement processes. Sustainable Development procurement action plans have been developed and activities carried out and monitored by the Branch's Sustainable Development Coordinator/Sustainable Development Team. The Branch implemented waste reduction activities in co-operation with Waste Stream Services within all Branch offices. Fuel consumption has been reduced by requesting staff travel together whenever possible and sustainable development has been considered throughout procurement processes. Staff are encouraged to utilize electronic rather than paper files and the Branch has increased its use of electronic notices to stakeholders in the field.

A "green" board room, established in 2008, has procedures and usage policies to support minimal environmental impact. All caterers are informed of the "no styrofoam, no plastic" requirement. In addition to day to day functions, the board room houses a video conferencing system. This system allows the Branch to consciously reduce its carbon footprint by reducing travel and still maintaining contact with schools. The video conferencing capabilities have allowed "face to face" meetings without the travel requirement. School divisions have opted to have staff participate in learning opportunities, and in consultation processes, using video conferencing with the advantage of enabling more participants, reducing costs and reducing travel. In addition, the Branch can use D-Link technology or a video phone booth, which allows "one-to-one" communication with the added benefit of being accessible for students and staff within the Branch who are Deaf.

2 (d) Program and Student Services

Expenditures by Sub-Appropriation	Actual 2012/13	Estimate 2012/13		Variance Over (Under)	Expl. No.
	\$000	FTE	\$000	\$000	
Salaries and Employee Benefits	3,507	46.00	3,388	119	
Other Expenditures	1,236		1,418	(182)	
Assistance	61		70	(9)	
Total Sub-Appropriation	4,804	46.00	4,876	(72)	

Educational Resources

The mandate of the Educational Resources Branch is to provide support to the School Programs Division, other areas within Manitoba Education, other departments, classroom teachers and students through the production and distribution of print and non-print educational resources. The Branch ensures educator access to resources through the Instructional Resources Library, the K-12 website, and student access to the alternative format material collection for those who are blind or visually impaired.

The Branch is organized into three units with the following functions:

- **The Media Production Services Unit (MPSU)** provides support and services to Manitoba educators, students and departmental staff by producing alternate format materials (Braille, tactile drawings, large print, electronic text and audio books) for Manitoba K-12 students with print disabilities and qualified post-secondary students attending Manitoba colleges and universities. MPSU also manages the production of multimedia projects to support the Manitoba curriculum and provides leadership, production and support in the development and maintenance of the Manitoba Education (English) websites (Internet and Intranet), and the Manitoba Professional Learning Environment (Maple).

- **The Instructional Resources Unit (IRU)** provides K-12 educators with curriculum implementation support, professional learning resources and educational research materials; departmental staff with essential library services and resources including the latest educational research; and teachers-in-training with library services as preparation for teaching. The Branch also provides all of these clients, as well as home schooling and Early Childhood Education (ECE) instructors, with library services to facilitate life-long learning and parental involvement. The mandate of the IRU has been expanded to include Alternate Format Services, which includes the cataloguing, circulation and inter-library loan functions related to alternate format materials.
- **Document Production Services Unit (DPSU)** responds to the priorities of SPD for tasks and functions that relate to bringing documents to final form and subsequent distribution to teachers, students, administrators and the public. Staff in the unit are responsible for editing and designing quality provincial documents in print and electronic formats, in accordance with departmental and professional publication standards and with copyright legislation. These resources include, but are not limited to policy documents, K-12 curriculum frameworks, implementation and support documents, brochures, posters, newsletters, monographs, independent study courses, reports and provincial standard test documents.

Media Production Services Unit

The Media Production Services Unit (MPSU) provides support and services to Manitoba educators, students and departmental staff in the following areas:

- Production of alternate format materials in Braille, tactile drawings, large print, e-text and audio books, for Manitoba K-12 students with print disabilities
- Production and circulation of alternate format materials for post-secondary students with print disabilities attending Manitoba colleges and universities
- Production of multimedia projects to support the Manitoba curriculum, for multi-channel distribution through DVDs, CD-ROMs and the Web
- Leadership, production and support in the development and maintenance of the Manitoba Education (English) websites (Internet and Intranet), which provide information, resources and services to departmental staff and the educational community
- Leadership, production and support in the development and maintenance of the Manitoba Professional Learning Environment (Maple); an online network to support the professional learning needs of Manitoba educators.

Alternate Format Production

- Braille production during the 2012/13 fiscal year resulted in 160 completed new titles, comprising 18,658 pages (seatwork, literary, Nemeth and Braille reprints) and 1,444 tactile drawings.
- The production of electronic text (e-text) materials continued steadily with the completion of 131 titles comprising 36,706 electronic pages for K-12 and post-secondary students.
- Large print production has doubled to 347 titles and 19,214 pages due to an increased demand from young readers in K-3. As well, 128 new audio books were produced for K-12 and post-secondary students.
- Post-secondary circulation of alternate format materials served 25 blind/visually impaired and 49 students with print disabilities.
- MPSU obtained 91 textbook publisher files during 2012/13, a significant increase from 8 titles the previous year. Obtaining publisher files reduces the cost of production even when files need to be adapted to the needs of the students.
- Staff continue to work inter-provincially to share resources, reduce costs, and to research best practices for the benefit of students with print disabilities in Manitoba. Interlibrary loans resulted

in cost savings for Manitoba and Canadian jurisdictions: Manitoba borrowed an equivalent of \$296.0 and loaned an equivalent of \$66.0 in alternate format materials

Curriculum Multimedia Support

- Co-ordinated curriculum multimedia projects to support the Manitoba curriculum, including videos, audio language courses, DVDs/CD-ROMs and web materials. The Audio/Video production team continued to help advance the media production facility towards High Definition Video and updating the Digital Audio Workstation. A wide scope of media projects were undertaken during this year to provide support for various clients within Manitoba Education such as the Independent Study Option of Distance Learning, the Arts, the International Science Fair (Science) and program areas in the Program and Student Services Branch; in addition to outside agencies such as Seven Oaks and Winnipeg School Divisions, and the School Matters Initiative team.
- This year three major projects were released to schools: the DVD *From Apology to Reconciliation* for the Aboriginal Education Directorate; *World War II: Through the Eyes of the Survivors* for Social Studies and the audio component of the *1919 Winnipeg General Strike* Edukit for the Manitoba Museum.

Web Services

- Staff at MPSU manage the content and organization of the Manitoba Education (English) public website (including the K-12 website) and the Manitoba Education intranet website.
- The Manitoba Education public website includes more than 8,200 web pages, more than 14,000 PDF files and 8 interactive web applications.

During the 2012/13 year, Web Services continued to develop and support the following initiatives:

- The Manitoba Professional Learning Environment (Maple) (formerly Educator Services Initiative (ESI)). Maple is a platform to deliver online professional learning opportunities and resources offered by Manitoba Education to educators and school administrators, with a particular focus on rural and northern areas. The technical framework of the online platform was completed in the fall of 2010. System design of the online environment began in 2011 along with the development of an appropriate communication strategy. Several training sessions for Manitoba Education staff took place to support their role in the implementation of Maple with particular emphasis on change management strategies. By March 2013, over 1,139 users of the system were registered and worked in the Maple beta development site within 90 communities of practice (curricular, initiative and topic specific.)
- Staff at MPSU maintains and administers the *Workshop Registration System* (WRS), a single point of online registration to a wide-range of professional learning opportunities offered by Manitoba Education. Manitoba educators have extensively used the WRS throughout the year to obtain registration in 78 workshops during the school year and summer months. The WRS currently has over 8,700 registered users.
- As well as providing website design, development and maintenance support to all program areas of the School Programs Division, staff at MPSU supported and maintained the following websites:
 - Education and Literacy Gateway
 - Early Childhood Education
 - Action Plan for Science Education in Manitoba
 - Community Schools Program Initiative
 - Making Education Work
 - Aboriginal Education Directorate
 - Educating for Action Conference
 - Technical Vocational Education
 - Western and Northern Canadian Protocol

- Career Development Gateway
- Aboriginal Education Resource Forum
- The Manitoba Association of School Superintendents (MASS)
- The Manitoba Rural Learning Consortium

Instructional Resources Unit

The Instructional Resources Unit (IRU) continued to build local capacity to improve teaching and learning, focusing on the following major activities:

- Selection, acquisition and cataloguing of learning resources, provision of print and electronic access to IRU collections, as well as reference and information assistance. The IRU provided library services in support of K-12 curriculum implementation, Appropriate Educational Programming, the Aboriginal Education Strategy, diversity and equity education, educational research and professional learning to address K-12 educators' needs.
- With more than 9,992 active registered clients, staff fielded over 12,000 queries, weeded 5,614 items and circulated 76,554 resources. Twenty-three programs of instruction were presented to teachers, teachers-in-training and future school library support staff. There were five library displays at various conferences/events. (Reference Desk Statistics: fielded 3,672 queries and completed 2,196 orders).
- The IRU staff catalogued 3,329 new items (2,954 books and 375 audio-visual items) and processed over 4,500 copies.
- IRU continued to introduce new and emerging technologies to improve electronic collections and online services to meet patrons' demands and expectations, improving the digital library accessibility to Manitoba K-12 teachers, educators and Department staff to support curriculum implementation, current awareness and research information needs.
- IRU provided Manitoba educators with access to a wide range of electronic resources utilizing new technologies such as A-to-Z, Link-Source and Federated search engine application programs. The electronic resource utilization included fulfillment of over 192,000 visits to the Library's specific web pages including: bibliographic reading lists, media literacy, access services and copyright, plus 2.5 million visits/searches through the Library's Online Catalogue.
- Registered patrons visited electronic resource pages and searched/accessed over 13,850 records from the Library's electronic collection including: eBooks, full-text eJournal articles, bibliographic and research databases as well as online encyclopaedias. To improve more direct access and use of electronic resources, IRU have produced several tutorial guides and "how to" online video programs on using such resources as eBooks, eJournals and databases. These programs are available to registered patrons both on-site and from schools.
- IRU has successfully launched a new digital media delivery project via streaming CBC News in Review learning programs and selected video/DVD clips to Manitoba schools. Digital media streaming/duplication services fielded 685 requests to subscribing schools and departmental staff.
- To ensure that all schools receive the same information at the same time, the Library converted its document delivery notification system to Manitoba schools from paper to electronic for such information as new resources and services.
- By using the advanced feature of electronic journals, the IRU has 9 new electronic journal (eJournal) routing services. Through the eJournal routing, registered patrons are able to set up email alerts and have access to a comprehensive selection of educational journals delivered directly to their desktops or mobile devices via email on a 24/7 basis.
- New and revised bibliographies included:
 - *American History, June 2012*
 - *Early Childhood Education, November 2012*
 - *New Teachers, September 2012*

- *School Bus Safety, September 2012*

- Provision of copyright clearance through the Access Copyright School Tariff 2005-2009 as well as copyright information assistance and workshops. The tariff fee was set by the Copyright Board of Canada at \$5.16/full time equivalent student. The Copyright Information website at <http://www.edu.gov.mb.ca/K-12/iru/copyright/index.html> was updated.
- Through the Council of Ministers of Education, Canada, (CMEC) development of a framework for a national digital copyright policy was recommended to the federal government for the revision of copyright law. The key element is the proposed Educational Use of the Internet amendment, which would permit teachers and students, Kindergarten through Post-Secondary, to use publicly available copyrighted information on the Internet, without seeking permission or paying royalties.
- Provision of efficient and effective delivery for new School Programs Division documents and other education literature, to specified groups and individuals in schools and Board offices via monthly bulk mailings. Approximately 376,284 items were distributed through bulk mail services.
- Provision of support services to school libraries, including reference and collections assistance, consultations, reviews of new and renovated school library facilities, cataloguing information and website information. WebExport provided customized cataloguing through the Internet to school libraries in Manitoba.
- 3,159 items were loaned out from the alternate format collection to 346 students in Manitoba, and 871 items were catalogued. Formats loaned include Braille, large print, audiotape and MP3 and electronic text.
- Through resource sharing with other centres belonging to the Canadian Association of Educational Resource Centres for Alternate Format Materials (CAER), 229 items were borrowed through inter-library loan for use by the students and 90 items were loaned from the Department collection, resulting in an overall production cost-saving of \$362,528.
- Twenty-three school divisions participated in the Vision Screening program. Alternate Format Services provided and refurbished 643 pieces of equipment for the schools in support of the program.

Document Production Services Unit

The Document Production Services Unit (DPSU) responds to the priorities of the School Programs Division. Staff are responsible for those tasks and functions that relate to bringing documents (print and electronic) to final form and subsequent distribution to teachers, students, administrators and the public.

DPSU continues to:

- provide departmental staff with services and resources to facilitate document production and distribution
- edit and design quality provincial resources (print, electronic, interactive) produced by the School Programs Division, in accordance with departmental and professional publication standards
- co-ordinate copyright clearance procedures in accordance with copyright legislation and agreements
- process and respond to copyright permission requests
- focus on improving the accessibility of documents (ex: produce standards tests in large-print format, produce documents for various media such as iPads and tablets)
- process project-related documentation and facilitate internal and management review and sign-off of documents
- communicate with the Manitoba Text Book Bureau, Bureau de l'éducation française Division, Translation Services, Instructional Resources Unit, and other jurisdictions about document production, translation, and distribution

- serve as departmental representative for communicating with Communications Services Manitoba about projects (printing, costs, visual identity)
- contribute to Intranet/Internet websites

In 2012/13 a DPSU staff member represented Manitoba Education on the CMEC Copyright Consortium Steering Committee. This involved:

- attending in-person and teleconference meetings of the steering committee
- preparing advisory notes for the minister on issues arising regarding copyright
- serving as a resource to departmental staff and to educators in Manitoba on copyright issues

The English and French resources (print and online) produced by DPSU in 2012/13 include the following:

Curriculum and Support Documents

- *Celebrating Sustainability Month Materials*
- *Copyright Matters!* (target letter)
- *Cultural Proficiency: The Power of Diversity, A One-Day Workshop for Divisional and Schools Leaders* (poster)
- *Early Childhood Education Unit* (brochure)
- *Eco-Globe Transformation Level* (poster)
- *Every Day, Bullying Hurts Another Child / Chaque jour, les enfants sont victimes d'intimidation* (brochure)
- *Grade 7 Mathematics: Support Document for Teachers*
- *Grade 12 Chemistry: A Foundation for Implementation*
- *From Apology to Reconciliation: Residential School Survivors – A Guide for Grades 9 and 11 Social Studies Teachers in Manitoba*
- *Grade 11 Canadian History Framework* (poster)
- *Introducing Manitoba's New Provincial Report Card: Information for Parents (Grades 1 to 8 and Grades 9 to 12 brochures – English and French)* Also co-ordinated the translation of this brochure into multiple languages
- *Learning Fair for Manitoba Kindergarten Teachers* (poster)
- *Life after War: Education as a Healing Process for Refugee and War-Affected Children*
- *Life After War: Professional Development, Agencies and Community Supports*
- *War-Affected Children: A Comprehensive Bibliography*
- *Making a Living, Sustainably: Green Jobs and Sustainability Careers* (booklet)
- *Manitoba Music Month Certificates 2012/2013 (English and French)*
- *Manitoba Music Month Grant Application 2012/2013 / Formulaire de demande de subvention 2012-2013 pour le mois de la musique* (letters and application forms)
- *Music Month Noon Hour Legislature Signs* (bilingual)
- *Manitoba Report Card Templates (Kindergarten to Grade 12)*
- *Manitoba Text Book Bureau Annual Report 2011/2012/Centre des Manuels Scolaires du Manitoba, Rapport annuel 2011/2012*
- *Music Month: Celebrating Music in Manitoba Schools—April 2013 / Mois de la musique : Célébrer la musique au sein des écoles du Manitoba—avril 2013* (letter, Proclamation, application form, bilingual poster)
- *Premier's Reading Recognition Program 2012/2013*
- *Remembering to Play* (poster)
- *Suggested Actions for Reorienting Teacher Education in the Faculties of Education in Manitoba to Address Sustainability* (poster)
- *Sustainability: Educating for ACTION* (conference materials)
- *You Can Help Stop Bullying Advertisement – Winnipeg Sun Feature*

Independent Study Courses

- *Grade 9 Spanish (10G) : A Course for Independent Study*
- *Grade 10 Career Development (20S): A Course for Independent Study, Field Validation Version*
- *Grade 10 Essential Mathematics (20S): A Course for Independent Study (moving from Field Validation Version)*
- *Grade 10 Physical Education/Health Education (20F): A Course for Independent Study (New Examinations and Answer Keys)*
- *Grade 10 Science (20F): A Course for Independent Study*
- *Grade 11 Active Healthy Lifestyles: Physical Education/Health Education (30F): A Course for Independent Study*
- *Grade 11 Chemistry (30S): A Course for Independent Study (moving from Field Validation Version)*
- *Grade 11 Essential Mathematics (30S): A Course for Independent Study, Field Validation Version*
- *Grade 11 Promotions (30S): A Course for Independent Study*
- *Grade 12 Active Healthy Lifestyles: Physical Education/Health Education (40F): A Course for Independent Study*
- *Grade 12 Essential Mathematics (40S): A Course for Independent Study, Field Validation Version*
- *Grade 12 Physics (40S): A Course for Independent Study (moving from Field Validation Version)*
- *Grade 12 Psychology (40S): A Course for Independent Study (moving from Field Validation Version)*

Newsletter and Monographs

- *Education Manitoba, Volume 10, Number 2, May 2012*
- *Education Manitoba, Volume 11, Number 1, October 2012*
- *ESD Newsletter, Volume 3, Number 2 (May 2012)*
- *Bulletin de l'EDD, Volume 3, Numéro 2 (mai 2012)*
- *ESD Newsletter, Volume 4, Number 1 (October 2012)*
- *Bulletin de l'EDD, Volume 4, Numéro 1 (octobre 2012)*
- *Lost Prizes: Manitoban and International Initiatives to Identify and Develop the Talents of At-Risk Populations (MERN Monograph 5)*
- *Lost Prizes: Initiatives manitobaines et internationales visant à reconnaître et à développer les talents des populations à risque*

Provincial Standards Tests and Policy Documents

- *Policies and Procedures for Provincial Tests (2012/2013)*
- *Politiques et modalités pour les tests provinciaux (2012–2013)*
- *Grade 12 Mathematics Achievement Tests: Information Bulletin (2012/2013)*
- *Tests de réalisation, mathématiques, 12^e année : bulletin d'information (2012–2013)*
- *Information for Local Marking (2012/2013)*
- *Information pour la correction à l'échelle locale (2012–2013)*
- *Grade 12 Mathematics Achievement Tests: Administration Manual (January 2013)*
- *Tests de réalisation, mathématiques, 12^e année : guide d'administration (janvier 2013)*
- *Grade 12 Mathematics Pilot Tests: Administration Manual (June 2012)*
- *Tests pilotes de mathématiques, 12^e année : guide d'administration (juin 2012)*
- *Grade 12 Mathematics Pilot Tests: Information for Schools (June 2012)*
- *Tests pilotes de mathématiques, 12^e année : information à l'intention des écoles (juin 2012)*
- *Grade 12 Mathematics Pilot Tests: Administration Manual (January 2013)*

- *Tests pilotes de mathématiques, 12^e année : guide d'administration (janvier 2013)*
- *Grade 12 Mathematics Pilot Tests: Information for Schools (January 2013)*
- *Tests pilotes de mathématiques, 12^e année : information à l'intention des écoles (janvier 2013)*
- Production of various scannable forms

Applied Mathematics/Mathématiques appliquées

- *Grade 12 Applied Mathematics Standards Test: Marking Guide (June 2012)*
- *Test basé sur les normes, Mathématiques appliquées, 12^e année : guide de correction (juin 2012)*
- *Grade 12 Applied Mathematics Standards Test: Written Test (June 2012)*
- *Test basé sur les normes, Mathématiques appliquées, 12^e année : test écrit (juin 2012)*
- *Grade 12 Applied Mathematics Standards Test: Inquiry Task (June 2012)*
- *Test basé sur les normes, Mathématiques appliquées, 12^e année : enquête (juin 2012)*
- *Grade 12 Applied Mathematics Standards Test: Local Marking Training Workbook (June 2012)*
- *Test basé sur les normes, Mathématiques appliquées, 12^e année : guide de formation en vue de la correction à l'échelle locale (juin 2012)*
- *Grade 12 Applied Mathematics Standards Test: Administration Manual (June 2012)*
- *Test basé sur les normes, Mathématiques appliquées, 12^e année : guide d'administration (juin 2012)*
- *Grade 12 Applied Mathematics Pilot Test: Student Booklet (June 2012)*
- *Test pilote de Mathématiques appliquées, 12^e année : cahier de l'élève (juin 2012)*
- *Grade 12 Applied Mathematics Pilot Test: Marking Guide (June 2012)*
- *Test pilote de Mathématiques appliquées, 12^e année : guide de correction (juin 2012)*
- *Grade 12 Applied Mathematics Achievement Test: Marking Guide (January 2013)*
- *Test de réalisation, Mathématiques appliquées, 12^e année : guide de correction (janvier 2013)*
- *Grade 12 Applied Mathematics Achievement Test: Student Booklet (January 2013)*
- *Test de réalisation, Mathématiques appliquées, 12^e année : cahier de l'élève (janvier 2013)*
- *Grade 12 Applied Mathematics Achievement Test: Local Marking Training Workbook (January 2013)*
- *Test de réalisation, Mathématiques appliquées, 12^e année : guide de formation en vue de la correction à l'échelle locale (janvier 2013)*
- *Grade 12 Applied Mathematics Pilot Test: Student Booklet (January 2013)*
- *Test pilote de Mathématiques appliquées, 12^e année : cahier de l'élève (janvier 2013)*
- *Grade 12 Applied Mathematics Pilot Test: Marking Guide (January 2013)*
- *Test pilote de Mathématiques appliquées, 12^e année : guide de correction (janvier 2013)*

Consumer Mathematics/Mathématiques du consommateur

- *Grade 12 Consumer Mathematics Standards Test: Portfolio Guide for Teachers (June 2012)*
- *Test basé sur les normes, Mathématiques du consommateur, 12^e année : Portfolio — Guide pour enseignants*
- *Grade 12 Consumer Mathematics Standards Test: Project Resource Package (June 2012)*
- *Test basé sur les normes, Mathématiques du consommateur, 12^e année : Trousse de ressources du projet*
- *Grade 12 Consumer Mathematics Standards Test: Project Scoring Guide (June 2012)*
- *Test basé sur les normes, Mathématiques du consommateur, 12^e année : Guide de correction du projet*
- *Grade 12 Consumer Mathematics Standards Test: Written Test Student Booklet (June 2012)*
- *Test basé sur les normes, Mathématiques du consommateur, 12^e année : Cahier de l'élève du test écrit*

- *Grade 12 Consumer Mathematics Standards Test: Written Test Marking Guide (June 2012)*
- *Test basé sur les normes, Mathématiques du consommateur, 12^e année : Guide de correction du test écrit*
- *Grade 12 Consumer Mathematics Standards Test: Written Test Resource Package (June 2012)*
- *Test basé sur les normes, Mathématiques du consommateur, 12^e année : Trousse de ressources du test écrit*
- *Grade 12 Consumer Mathematics Standards Test: Administration Manual, Semester 2, 2011/2012*
- *Test basé sur les normes, Mathématiques du consommateur, 12^e année : guide d'administration, 2^e semestre, 2011–2012*
- *Grade 12 Consumer Mathematics Standards Test: Local Marking Training Workbook, Home Renovation (April 2012)*

Essential Mathematics/Mathématiques au quotidien

- *Grade 12 Essential Mathematics Achievement Test: Student Booklet (January 2013)*
- *Test de réalisation, Mathématiques au quotidien, 12^e année : cahier de l'élève (janvier 2013)*
- *Grade 12 Essential Mathematics Achievement Test: Marking Guide (January 2013)*
- *Test de réalisation, Mathématiques au quotidien, 12^e année : guide de correction (janvier 2013)*
- *Grade 12 Essential Mathematics Pilot Test: Student Booklet (June 2012)*
- *Test pilote de Mathématiques au quotidien, 12^e année : cahier de l'élève (juin 2012)*
- *Grade 12 Essential Mathematics Pilot Test: Marking Guide (June 2012)*
- *Test pilote de Mathématiques au quotidien, 12^e année : guide de correction (juin 2012)*
- *Grade 12 Essential Mathematics Pilot Test: Student Booklet (January 2013)*
- *Test pilote de Mathématiques au quotidien, 12^e année : cahier de l'élève (janvier 2013)*
- *Grade 12 Essential Mathematics Pilot Test: Marking Guide (January 2013)*
- *Test pilote de Mathématiques au quotidien, 12^e année : guide de correction (janvier 2013)*

Pre-Calculus Mathematics/Mathématiques pré-calcul

- *Grade 12 Pre-Calculus Mathematics Standards Test: Administration Manual (June 2012)*
- *Test basé sur les normes, Mathématiques pré-calcul, 12^e année : guide d'administration (juin 2012)*
- *Grade 12 Pre-Calculus Mathematics Standards Test: Booklet 1 (June 2012)*
- *Test basé sur les normes, Mathématiques pré-calcul, 12^e année : cahier 1 (juin 2012)*
- *Grade 12 Pre-Calculus Mathematics Standards Test: Booklet 2 (June 2012)*
- *Test basé sur les normes, Mathématiques pré-calcul, 12^e année : cahier 2 (juin 2012)*
- *Grade 12 Pre-Calculus Mathematics Standards Test: Marking Guide (June 2012)*
- *Test basé sur les normes, Mathématiques pré-calcul, 12^e année : guide de correction (juin 2012)*
- *Grade 12 Pre-Calculus Mathematics Standards Test: Local Marker Training Workbook (June 2012)*
- *Test basé sur les normes, Mathématiques pré-calcul, 12^e année : Guide de formation en vue de la correction à l'échelle locale (juin 2012)*
- *Grade 12 Pre-Calculus Mathematics Achievement Test: Booklet 1 (January 2013)*
- *Test de réalisation, Mathématiques pré-calcul, 12^e année : cahier 1 (janvier 2013)*
- *Grade 12 Pre-Calculus Mathematics Achievement Test: Booklet 2 (January 2013)*
- *Test de réalisation, Mathématiques pré-calcul, 12^e année : cahier 2 (janvier 2013)*
- *Grade 12 Pre-Calculus Mathematics Achievement Test: Marking Guide (January 2013)*
- *Test de réalisation, Mathématiques pré-calcul, 12^e année : guide de correction (janvier 2013)*
- *Grade 12 Pre-Calculus Mathematics Achievement Test: Exemplar Booklet (January 2013)*

- *Test de réalisation, Mathématiques pré-calcul, 12^e année : cahier de copie-types (janvier 2013)*
- *Grade 12 Pre-Calculus Mathematics Pilot Test: Booklet 1 (January 2013)*
- *Test pilote de Mathématiques pré-calcul, 12^e année : cahier 1 (janvier 2013)*
- *Grade 12 Pre-Calculus Mathematics Pilot Test: Booklet 2 (January 2013)*
- *Test pilote de Mathématiques pré-calcul, 12^e année : cahier 2 (janvier 2013)*
- *Grade 12 Pre-Calculus Mathematics Pilot Test: Marking Guide (January 2013)*
- *Test pilote de Mathématiques pré-calcul, 12^e année : guide de correction (janvier 2013)*

English Language Arts

- *Grade 12 English Language Arts Standards Test: Information Bulletin (2012/2013)*
- *Grade 12 English Language Arts Standards Test: Administration Manual (January 2013)*
- *Grade 12 English Language Arts Pilot Test: Administration Manual (March 2013)*
- *Grade 12 English Language Arts Pilot Test: Information for Schools (March 2013)*
- *Grade 12 English Language Arts Standards Test: Process Booklet (June 2012)*
- *Grade 12 English Language Arts Standards Test: Responding to Text (June 2012)*
- *Grade 12 English Language Arts Standards Test: Scoring Rubrics (June 2012)*
- *Grade 12 English Language Arts Standards Test: Student Exemplars and Rationales (June 2012)*
- *Grade 12 English Language Arts Standards Test: Process Booklet (January 2013)*
- *Grade 12 English Language Arts Standards Test: Responding to Text (January 2013)*
- *Grade 12 English Language Arts Standards Test: Scoring Rubrics (January 2013)*
- *Grade 12 English Language Arts Standards Test: Student Exemplars and Rationales (January 2013)*
- *Grade 12 English Language Arts Pilot Test: Process Booklet (March 2013)*
- *Grade 12 English Language Arts Pilot Test: Student Exemplars and Rationales (March 2013)*
- *Grade 12 English Language Arts Pilot Test: Scoring Rubrics (March 2013)*
- *Grade 12 English Language Arts Pilot Test: Responding to Text (March 2013)*

Sustainable Development

The Educational Resources Branch staff consider the long-term impacts of decisions regarding its program/services on the environment. Branch staff are encouraged to use electronic rather than paper files. An increased awareness of the website has been promoted to school divisions and outside agencies.

2 (e) Educational Resources

Expenditures by Sub-Appropriation	Actual 2012/13 \$000	Estimate 2012/13 FTE	Estimate 2012/13 \$000	Variance Over (Under) \$000	Expl. No.
Salaries and Employee Benefits	3,624	67.50	3,900	(276)	
Other Expenditures	1,184		1,184	0	
Total Sub-Appropriation	4,808	67.50	5,084	(276)	

Bureau de l'éducation française

The mandate of the Bureau de l'éducation française (BEF) Division is to develop, evaluate and administer policies and programs relating to French-language education. The Division is made up of four branches: the Curriculum Development and Implementation Branch, the Educational Support Services Branch, the Official Languages Programs and Administrative Services Branch, and the Library and Materials Production Branch. Together, the branches provide a complete range of services, including all of the programs emanating from the Canada-Manitoba Agreement on Minority-Language Education and Second-Language Instruction. The Division's clientele includes the Français and French Immersion schools, and the schools offering Basic French courses. The Division also maintains a liaison with the Université de Saint-Boniface.

It should be noted that in 2012/13, 5,382 Francophone, 21,235 French Immersion, and 60,767 Basic French students benefited from the services of the BEF Division.

Division Administration

The Division Administration Office provides leadership with respect to the development, implementation and review of policy and programs related to French language education in Manitoba. The activities of the office include the co-ordination of policy, program and budget development and implementation; facilitation of intra-divisional and interdepartmental linkages; collection and analysis of information in support of departmental and divisional priorities. Most specifically, the BEF Division has identified the following three priorities:

- Improving the academic performance of students enrolled in the Français and French Immersion programs in the area of literacy and numeracy;
- Improving the teaching and learning of Basic French;
- Supporting the delivery of the French Immersion program in rural and northern Manitoba.

The BEF is the lead for the Department to implement a strategy on rural education and a strategy focusing on science education. The Department continues to work with the school divisions to implement various measures designed to provide enhanced support in these two areas.

3 (a) Division Administration

Expenditures by Sub-Appropriation	Actual 2012/13	Estimate 2012/13		Variance Over (Under)	Expl. No.
	\$000	FTE	\$000	\$000	
Salaries and Employee Benefits	224	2.00	189	35	
Other Expenditures	16		16	0	
Total Sub-Appropriation	240	2.00	205	35	

Curriculum Development and Implementation

The Curriculum Development and Implementation Branch develops the French as a First Language (FL1), French as a Second Language – Immersion (FL2-I) and Basic French curricula. The Branch has two principal mandates. Firstly, it is responsible for developing French education curricula. These curricula provide the basis for instruction, learning and assessment in various subjects and

courses. Secondly, it is responsible for supporting and facilitating the implementation of the curriculum documents designed to guide student learning.

In addition to these two principal mandates, the Branch fulfills other standing and occasional responsibilities, including the following:

- developing curriculum supplements to support instruction, learning and learning assessment;
- collaborating with the School Programs Division on the development and implementation of policy documents;
- developing a directory of educational resources to support curriculum implementation;
- registering School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs);
- supporting the integration of information and communication technology (ICT) in Manitoba schools;
- developing the French component of the Department of Education website;
- developing distance learning courses (in hard-copy and electronic formats); and
- developing policy documents.

The Branch supports the development and implementation of the assessment instruments developed by the Educational Support Services Branch (for learning assessment in *Lecture*, FL1 and FL2-I) and the Instruction, Curriculum and Assessment Branch (for learning assessment in *Notions de calcul*, *Mathématiques*, *Anglais* and English LA – Immersion).

The Branch also consults with school administrators and teachers on these projects and shares information on curriculum orientation, testing and implementation.

It should be noted that the learning outcomes for Science have been developed at the pan-Canadian level; those for *Anglais*, English LA – Immersion, FL1, FL2-I, Mathematics and Social Studies at the Western and Northern level with British Columbia, Alberta, Saskatchewan, the Yukon, the Northwest Territories and Nunavut; and those for Physical Education/Health Education, Arts Education and Basic French at the provincial level.

Work related to curriculum development and/or implementation continued in all school subjects. As well, in 2012/13, the Branch has continued to support implementation of the new provincial report card.

BEF has also worked on two other projects that will continue into the 2013/14 school year:

- Co-ordinating a pedagogical project regarding the Second World War involving co-operation between High Schools from Basse-Normandie (France) and Manitoba High Schools (FL1/FL2) (MOU with Basse-Normandie Region)
- Developing a departmental website to provide curriculum information to parents (Throne Speech, 2012).

Anglais and English LA – Immersion

The BEF continued developing policies on English as an Additional Language (EAL) learning. The BEF collaborated with the School Programs Division to develop K-12 curricula for EAL and for newcomer students.

The BEF, in conjunction with the Division scolaire franco-manitobaine (DSFM), continues to work with teachers, division co-ordinators and student services personnel in the development of programming in the areas of literacy, academic learning, language learning and numeracy for refugee newcomer students with little or no schooling in Grades 6-12. Work continues in the development of stages to be used in conjunction with instruction and assessment in the *Cours d'actualisation scolaire pour les apprenants nouveaux arrivants* (CASANA) courses framework. The

framework addresses the needs of newcomer students with interrupted schooling. The framework courses in Français and Math will each lead to credits for these high school students and will be piloted in Français Program classrooms during the 2013/14 school year.

Arts Education

Compulsory province-wide implementation of the K-8 Arts Education continued during the 2012/13 school year. The BEF consultant provided pedagogical support and workshops to teachers, school administrators and divisional curriculum consultants as required for Dance, Drama, Music and Visual Arts.

Consultants from the BEF continue to develop materials to support the implementation of the K-8 frameworks. Thirty-five pictures of practice have been online since June 2011. In partnership with the Direction des ressources éducatives françaises (DREF), video glossaries have been produced for the dance and visual arts disciplines.

The BEF continued to work closely with the Instruction, Curriculum and Assessment Branch to develop the Grades 9-12 curriculum frameworks for Dance, Drama, Music and Visual Arts. The 9 to 12 Curriculum Frameworks French Revision Committees and Pilot Schools Projects have been initiated.

In co-operation with the School Programs Division, the BEF was involved in the organization of the Celebrating Music in Manitoba Schools project. This multi-pronged initiative included developing a proclamation and a poster; managing Music Month grants to facilitate collaboration between schools and Manitoba musicians; and organizing noon-hour performances at the Legislative Building every Wednesday in April 2013 in partnership with the Manitoba Music Educators' Association.

Basic French (FL2-B)

A number of workshops, which focused on the literacy-based approach to teaching and learning French with the integration of culture, were provided to K-12 teachers throughout the province. Upon request, sessions tailored to meet specific needs were offered in various school divisions and independent schools. The second summer institute was held in Winnipeg on August 7-10, 2012 and 40 teachers were actively involved in learning about the literacy-based approach to teaching and the importance of integrating culture in their teaching. The consultants developed materials for the facilitation of workshops at the Canadian Association of Second Language Teachers' national conference to be held in April 2013.

The curriculum consultants continued to work with a committee of teachers with the goal of finishing the draft of the Manitoba Curriculum Framework of Outcomes for French: Communication and Culture, Grades 4-12. The committee provided feedback on the content of the document. The draft will be reworked during the summer of 2013 and a new committee of teachers will pilot the document during the 2013/14 school year.

The guide for *Teaching Oral Communication* was completed and posted on the Basic French website. In addition, a webpage dedicated to oral communication was developed. The educational community can view student video clips demonstrating expectations for oral proficiency at the end of Grades 8 and 12 as well as video clips demonstrating the balanced literacy approach to teaching and learning French. The promotional video, *I Love French Class*, which is also housed on the web page, provides testimonials as to the success of teaching with this approach.

This was the 8th year during which the Intensive French (IF) approach has been implemented in Manitoba; St. James-Assiniboia, Pembina Trails and Seine River school divisions offer Intensive French, Enhanced French or both. The following support was offered by the BEF for those school

divisions involved or interested in either Intensive or Post-intensive French: classroom visits, professional development, review of support materials and current resources and meetings with divisional administration. In addition, promotional and informative presentations were made to parent and student groups in Border Land School Division.

As in the past, the curriculum consultants continued to work collaboratively with partners such as curriculum consultants from the school divisions, the universities, the Manitoba Association of Teachers of French (MATF), Canadian Parents for French (CPF) and the Canadian Association of Second Language Teachers (CASLT).

French as a First Language (FL1)

The BEF consultants provided pedagogical support to the DSFM teachers when requested, including a professional training session on the Grade 3 provincial assessment offered to DSFM teachers by the K-8 curriculum consultant.

The K-8 curriculum consultant worked closely with Healthy Child Manitoba to provide DSFM

- a French version of the EDI results
- assistance in analyzing the data and understanding its impact for the school communities

The K-8 curriculum consultant sat on the Early Childhood Education Unit committee which is currently updating the document *The Early Years, A Time for Learning, A Time for Joy*. An adaptation of this document for the DSFM will follow. The consultant has been involved in the initial phases of a Parental Engagement project.

The K-8 curriculum consultant continues work ensuing from the WNCP/PONC Curriculum Framework document, mainly the development of student profiles and learning environments, and the creation of specific grade level indicators related to the Critical Learnings found in the Framework.

Work has begun on *Guidelines for reading instruction – an integrated approach*, being developed by a team of the K-8 and 9-12 FL1 and FL2-immersion Language Arts consultants.

The Grades 9-12 curriculum consultant continues to support implementation of existing Français FL1 curriculum and is involved with other of projects:

- In partnership with the Assessment consultants, promoting effective classroom-based assessment and communication practices that maximize learning for all students;
- Working collaboratively with the co-ordinator of the *Cadre pancanadien pour l'appropriation de la culture dans les écoles de langue française* (through CMEC), supports the development and implementation of the Cultural Approach to teaching in the Français Program.

French as a Second Language – Immersion (FL2-I)

The BEF consultants provided pedagogical support to teachers, school administrators and divisional curriculum consultants by responding to requests from the field. This included support for the implementation of the new provincial report card.

Specific grade-level indicators (K-3), related to the Critical Learnings developed in the 2012 FL2 Common Framework (WNCP), are being worked on.

A developmental reading continuum – FL2 Grades 1-6 (*Le continuum de développement en lecture*) is currently in its final stages of development. The document is comprised of the Developmental Reading Continuum as well as several supporting documents. These supporting documents include student profiles, reading and comprehension strategies, characteristics of texts, book genres and an

oral language development tool. Consultations with teachers and Divisional Consultants to validate the document contents are planned for the fall of 2013.

The comprehensive document *Guidelines for Reading Instruction – An integrated approach* will be developed for teachers and students from K-12. In relation to this document, BEF Curriculum Consultants will work collaboratively with BEF Assessment Consultants to study and define reading comprehension.

The Grades 9-12 curriculum consultant continues to support implementation of existing Français FL2-immersion curriculum and, in partnership with the Assessment consultants, promotes effective classroom-based assessment and communication practices that maximize learning for all students.

The Grades 9-12 curriculum consultant is working on the development of a *Cours de droit 12^e année* (Grade 12 Law) – Framework of outcomes; this for both the FL1 and FL2 Immersion programs.

Information and Communication Technology (ICT)

The Literacy with ICT developmental continuum was designed to be incorporated into all K-12 curricula. To support and further the development of this project, the BEF ICT Consultant continues to provide support to colleagues and schools by sharing expertise in various areas related to the infusion of technology in teaching practices.

This year, the BEF ICT Consultant provided support and training to teachers across the province individually and in collaboration with other curriculum consultants with the Literacy with ICT initiative in mind. In accordance with the Literacy with ICT Action Plan, the ICT Consultant gave presentations on this topic to support learning for students across all disciplines to pre-service teachers at the Université de Saint-Boniface.

A blog has been created to keep notes of information that is distributed during workshops and to support teachers.

The ICT Consultant has also been involved in two important initiatives: 1) supporting the users of the Maple (Forem) website, and 2) leading the development of the Department's new curriculum information for parents website. This website will be rolled out in the 2013/14 school year.

Other duties included the following:

- Planning and developing the Manitoba contribution to the Media Literacy Week
- Distance Learning Policy Committee
- Advisory Committee for Literacy with ICT Across the Curriculum
- Manitoba contact for *Banque de ressources éducatives du Canada* (BREC)

Mathematics

The BEF continued to work closely with the Instruction, Curriculum and Assessment Branch (ICAB) on the implementation of math assessments for Grade 3 and the Middle Years. Training sessions were offered at the beginning of the school year to both FL1 and FL2 teachers. The BEF also worked on the development of new provincial tests for the new Grade 12 courses. The BEF worked closely with the ICAB on the development of a more balanced approach for outcomes and achievement indicators of the mathematics curriculum.

The BEF continued its partnership with the DSFM, providing K-9 and *Mathématiques au quotidien* teachers with several workshops and training sessions for the Prime diagnostic resource number and operations and Patterns and Algebra. These sessions are part of a larger in-service training program for all K-9 and *Mathématiques au quotidien* teachers in the DSFM that aims to improve

teachers' understanding of mathematics. The BEF also collaborated with the DSFM in developing a divisional assessment for all Grade 4 and 8 students in all 4 strands (Number, Algebra, Shape and Space, Probability and Statistics). Workshops were also offered to newly recruited K-4 teachers for DSFM and French Immersion school divisions upon request. The BEF continued its partnership with Pembina Trails and provided K-8 teachers with several workshops and training sessions for the Prime diagnostic resource (Number and Operations). The BEF offered workshops in northern Manitoba through its Collabauord project. These workshops taught teachers how to use manipulatives to improve student understanding of concepts.

Since the start of 2012/13, the year of compulsory implementation of the Grade 12 mathematics courses, workshops have been available to teachers in the Français and French Immersion programs to acquaint them with the new curriculum. Workshops on the Grade 9 to Grade 11 courses that have been implemented since September 2009 have also been available.

The curriculum consultants are also engaged with a committee of teachers in developing learning objects that will support teachers as they work to implement curriculum and help children improve their understanding of math concepts in the four strands.

Physical Education/Health Education (PE/HE)

The Department was given responsibility for implementing certain recommendations of the Healthy Kids, Healthy Futures all-party task force report. The BEF has been involved in following up with school divisions as a result of *The Public Schools Act* (PSA) amendment requiring that they establish community use of schools policies as of January 1, 2013.

The BEF has also been involved in department initiatives to promote safe and caring schools, particularly in support of anti-bullying strategies and Bill 18, *The Public Schools Amendment Act* (Safe and Inclusive Schools).

The BEF is also partnered with other departments in promoting active healthy lifestyles and school health. The Physical Education/Health Education (PE/HE) Curriculum Consultant was actively involved in supporting the Healthy Schools Initiative (with Healthy Living, Seniors and Consumer Affairs), the joint use of schools and community facilities (with Children and Youth Opportunities) and the development of a puberty resource (with Healthy Child Manitoba) as well as the development of a school guide for dealing with bed bugs (several departments).

The BEF was represented on a regular basis at conferences and meetings of the Joint Consortium for School Health (School Health Coordinators' Committee), Partners in Planning for Healthy Living, the Manitoba Physical Education Supervisors Association, the Manitoba Physical Education Teachers' Association, Movement Skills Manitoba, Manitoba High Schools Athletic Association, the WRHA Human Sexuality Marketing Steering Committee, the Rec Connections' After the School Bell Rings Advisory Committee and the Winnipeg Community Sport Policy Coordinating Committee.

Science

Manitoba continued to develop new Science curricula consistent with the Pan-Canadian Common Framework. The *Physique 40S* document was released during winter 2012/13. Development work continued on the *Chimie 30S*, *Chimie 40S* and *Biologie 40S* implementation documents. Drafts of each of these documents have now been completed and final versions are being prepared for *Chimie 30S* and *40S* (grades 11 and 12).

The BEF continued to sit on the CurioCity/CurioCité Educator Advisory Panel for Let's Talk Science.

Together with the School Programs Division, the BEF continues to develop initiatives aimed at connecting students and scientists. The *Scientists in the Classroom* grant program provides teachers with up to \$1,000 to give students an opportunity to make connections with people working in science. In co-operation with the School Programs Division, the BEF is supporting the updating of the *Science Safety: A Kindergarten to Senior 4 Resource Manual for Teachers, Schools, and School Divisions* document. The BEF is also working with the School Programs Division to implement a 3-year pilot project, *Reading Apprenticeship*, which focuses on reading in content areas at the middle and senior years levels.

Social Studies

The BEF is working in collaboration with the School Programs Division, the Manitoba School Improvement Program (MSIP) and MERN (Manitoba Education Research Network) in an action-research project to support the implementation of the new Grade 12 *Global Issues: Citizenship and Sustainability*. Support materials are being developed for this new course, as well as for the new optional Grade 12 course *Premières Nations, Métis et Inuits : sujets d'actualité*. The BEF has co-ordinated a teacher development team to further develop another new optional Grade 12 course *Le cinéma, témoin de l'histoire moderne*. These optional courses are available in a preliminary version to teachers who wish to offer them.

The BEF is collaborating with a Manitoba publisher in the development of a French language history textbook to support the implementation of the new Grade 11 *Histoire du Canada* course in Français and French Immersion programs. BEF is working with Aboriginal and Northern Affairs in the development of a bilingual educational resource regarding the *Legislative Assembly of Assiniboia (1870)*, which will be launched for Louis Riel Day 2014. The BEF collaborates with the Treaty Relations Commission of Manitoba in providing support for treaty education in Manitoba schools. The BEF plays an ongoing consultative and collaborative role with the Musée canadien des droits de la personne / Canadian Museum for Human Rights as it develops its educational programming.

To support curriculum implementation, the BEF continues to offer professional learning sessions on themes related to social studies curriculum, history teaching, global issues and the integration of Aboriginal perspectives.

BEF continues to participate in the national Historical Thinking project and serves as liaison to participating French schools in the activities of the UNESCO Associated Schools Project Network. The BEF supports ongoing education for sustainable development projects (ex: grant and recognition programs, ESD leadership committee, ESD publications and website as well as professional development).

Special Projects

Workshops were offered to help teachers and guidance counsellors become acquainted with resources and support their implementation of career development programming. In addition, a session on the electronic Career Cruising service was offered to the education community and to government and non-government agencies working with youth and adults. The BEF also participated in two Career fairs organized by the DSFM and the Conseil de développement économique du Manitoba (CDEM).

The BEF registers School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs) developed by Français and French Immersion schools. The BEF also supports schools that develop SICs by providing technical assistance.

The following items were either published or nearing publication in the 2012/13 school year:

- *Éducation Manitoba*, a newsletter for the education community published by the BEF twice a year;

- *Gagner sa vie, de manière durable: Emplois verts et carrières en développement durable*;
- French version of: Evaluating Out-of-Province Course Completions for Senior Years Credits
- French version of: Recognition of External Language Credentials (*Politique proposée pour la reconnaissance des compétences linguistiques acquises à l'extérieur du Manitoba*); and
- French version of the Manitoba Text Book Bureau Catalogue.

The Special Projects Coordinator continues to work closely with the Anglais/ELA French Immersion Consultant in developing a new support document for schools for newcomer students.

A close partnership has been established with the Division scolaire franco-manitobaine to develop a technology Education program in the division. BEF developed a Grade 9 course "*Exploration des métiers liés aux technologies de l'industrie lourde*" in 2012/13 and will continue to support development and/or translation of courses in the coming school year.

The BEF participated in, and will continue to be involved with the following initiatives:

- BEF represents Education on the Manitoba Mentors' advisory committee and on the Task group;
- The school attendance committee;
- Involvement with supports for the Learning to Age 18 Regulation implementation; and
- The Manitoba Career Development Strategy.

Professional development

The *Coup d'œil sur l'année* website allows school personnel to register for many of the workshops offered by the BEF. The online registration is supported by the BEF employees who maintain the website, promote the professional learning workshops, and handle all related communication with the education community. In consultation with DSFM, FL2-I and Basic French divisional consultants, the BEF provides teachers' professional learning workshops related to curriculum assessment and implementation.

The BEF continues to support the Collabunord initiative in providing professional learning to French Immersion schools in northern and northwestern Manitoba. The goals are to build communities of professional learners, foster closer co-operation between schools in these regions, and give new momentum to the French Immersion program and Basic French courses. The project continued in 2012/13 with visits by the BEF curriculum consultants to Swan River, Dauphin, The Pas, Flin Flon and Thompson.

Sustainable Development

The BEF continued to offer interdisciplinary workshops to schools on the topic of Education for Sustainable Development (ESD) as requested by schools. In 2012/13, BEF consultants were invited to spend a half-day with the Université de Saint-Boniface Education faculty to share on Sustainable Development and its impact on curriculum and teaching practice.

The BEF continues to collaborate with the School Programs Division on the grant program to support ESD and the Eco-Globe Schools recognition program. The BEF continues to add educational resources on the BEF's ESD website and to distribute the Department's newsletter on sustainable development to its network of educators and schools.

The BEF continues its collaboration with the Groupe d'éducation et d'écovigilance, a water monitoring and education group, to train teachers and people working in the field of the environment and enable them to participate in the Adopt a River project. This is an environmental awareness and education program that focuses on issues affecting the aquatic environment. In this program, students observe waterways and gather data to assess their health. The students' findings can then be shared by posting it to a website.

The Branch continues to strive to effectively incorporate the concept of sustainable development into its annual planning process.

By reducing the use of paper and other office supplies, the Branch is working toward reducing waste. The Branch only uses recycled toner cartridges and paper. The Branch continues to encourage employees to use more environmentally-friendly methods of transportation such as cycling, car-pooling, public transit, walking, etc. To further minimize paper use and travel, employees are strongly encouraged to use electronic methods of communication.

3 (b) Curriculum Development and Implementation

Expenditures by Sub-Appropriation	Actual 2012/13 \$000	Estimate 2012/13 FTE	\$000	Variance Over (Under) \$000	Expl. No.
Salaries and Employee Benefits	838	15.50	1,371	(533)	1
Other Expenditures	950		439	511	2
Total Sub-Appropriation	1,788	15.50	1,810	(22)	

1. Under expenditure reflects costs for secondment salaries, budgeted in Salaries but paid to the school divisions from Other Expenditures (16-3B-2).
2. Over expenditure mainly reflects costs for secondment salaries, budgeted in Salaries (16-3B-1) but paid to school divisions from Other Expenditures.

Educational Support Services

On an ongoing basis, the Educational Support Services Branch is responsible for the following activities related to French-language education in Manitoba:

- To collect data annually from school divisions and schools offering French language education in order to identify trends related to French language education in Manitoba
- To develop and implement policies and guidelines to promote, support and ensure continued progress with respect to French language education in Manitoba based on observed trends and in co-operation with the school community and education stakeholders
- To develop and implement the Department's assessment policies and related projects for school divisions and schools offering French language education, as well as other assessment projects
- To review issues within the scope of *The Public Schools Act* with respect to French language education in Manitoba in order to support the school community in interpreting and enforcing this legislation

In 2012/13, the Educational Support Services Branch maintained or initiated the following activities.

Statistical analysis

The Branch

- collected and analyzed statistics on student enrolment and other related educational data for the Français and French Immersion programs, as well as for French courses within the English program. The data was used to determine the French language education categorical grant for each school division, to create performance indicators required in the analysis of accountability

measures for the Canada-Manitoba Agreement for Education to support French language education, and to provide stakeholders with various trends and detailed information on numerous issues related to French language education in Manitoba.

- established statistics on student performance in French literacy at Grades 3, 8 and 12 for the Français program and at Grades 4, 8 and 12 for the French Immersion program. Schools and school divisions were provided with reports on their students' performance, which also included the provincial averages and/or pass rates. Provincial results are posted, or will be posted upon the Minister's approval, on the Department's website.

Promotion and provision of support services for the implementation of policies and guidelines

- Two one-day meetings were held with educational partners and divisional consultants responsible for the French Immersion program and French courses (English program). These meetings focused mainly on the philosophy of French Immersion, teaching critical thinking skills, French oral communication skills and the implementation of the newly developed *Oral Communication, a Guide for French Courses*.
- Monitoring of French Language Education grants for French Courses (English program) was conducted for all school divisions who received funding, and one-day visits were done to 13 school divisions to discuss the school division outcomes report related to these grants. A report for each of these visits was submitted to school divisions in question and an internal report on the visits, along with recommendations, was submitted internally to the Deputy Minister.
- The Branch continued working with the northern Manitoba school divisions (Collabauord) in order to further implement their strategic plan for French language education in their schools, and participated in the Association manitobaine des directrices et des directeurs des écoles d'immersion française (Manitoba Association of Immersion Principals) meetings. The Comité consultatif en français langue seconde (CCFLS) met on two occasions to provide feedback on matters related to French second language education. The Branch also addressed the concerns of parents, educators and educational partners on a one-to-one basis.

Develop, co-ordinate and support the implementation of projects related to the provincial assessment program as well as strategic practices and educational resources to promote student literacy

The Branch

- developed and administered the Français language arts Grade 12 standards tests for both the Français and the French Immersion programs. A total of four tests were developed, and four tests were administered.
- provided support to schools with respect to the assessment of:
 - reading in French at the start of Grade 3 in the Français program and at the start of Grade 4 in the French Immersion program
 - reading comprehension and expository writing in French mid-Grade 8 for both Français and French Immersion programs
 - student engagement in mid-Grade 7 for both Français and French Immersion programs
- further developed the provincial report card guidelines in co-operation with the Instruction, Curriculum and Assessment Branch as per the Oversight Committee and senior staff recommendations, and facilitated the first year implementation of the provincial report cards for Français and French Immersion schools.
- developed French speaking skills practice and related assessment tools for French Immersion
- piloted the *Touchstones Discussion Project*. This project's main focus is the development of critical thinking skills as well as the provision of a forum for the development of French speaking skills.
- gave workshops related to assessment practices upon request from the field.

Manitoba's Celebration of Excellence in Teaching Minister's Awards

The Branch promoted the 2012/13 *Manitoba's Celebration of Excellence in Teaching Minister's Awards*, selected recipients and organized an awards ceremony.

Enforcement of and adherence to *The Public Schools Act* in the school community

The Branch reviewed issues related to *The Public Schools Act* involving Français and French Immersion schools.

Sustainable Development

The Branch continues to work with the School Programs Division on the maintenance and enhancement of web-based applications for communicating and sharing information related to the assessment projects in order to maximize human and financial resources and cut down on paper use. In addition, e-mail is used for communications with committee members and schools.

Most published documents are posted on the Department's website and a letter is sent to the field informing them as such. The Branch only uses recycled toner cartridges and paper. Employees are encouraged to place used paper, glass bottles and aluminum cans in recycling bins.

The Branch encourages employees to use more environmentally-friendly means of transportation such as cycling, car-pooling, public transit, walking, etc. Information and communication technology (audio- and video-conferencing) is favoured in order to minimize travel.

3 (c) Educational Support Services

Expenditures by Sub-Appropriation	Actual 2012/13	Estimate 2012/13		Variance Over (Under)	Expl. No.
	\$000	FTE	\$000	\$000	
Salaries and Employee Benefits	959	14.50	1,319	(360)	1
Other Expenditures	497		261	236	2
Total Sub-Appropriation	1,456	14.50	1,580	(124)	

1. Under expenditure mainly reflects costs for secondment salaries, budgeted in Salaries but paid to the school divisions from Other Expenditures (16-3C-2), savings related to vacancies and under filled positions, maternity and sick leave, and Voluntary Reduced Workweek.
2. Over expenditure reflects costs for secondment salaries, budgeted in Salaries (16-3C-1), but paid to school divisions from Other Expenditures, partially offset by net savings for various curriculum development projects.

Official Languages Programs and Administrative Services

The Official Languages Programs and Administrative Services Branch administers financial assistance programs under the Official Languages in Education Program (OLEP). The Branch is also responsible for the preparation, co-ordination and administration of the budget and the administrative and secretarial services for the Division.

On March 31, 2010, the governments of Manitoba and Canada entered into an agreement giving Manitoba \$49,260.8 to cover a portion of the supplementary costs associated with French-language education and instruction for the four-year period ending in 2012/13. This Agreement provides funding for the Division scolaire franco-manitobaine, the Université de Saint-Boniface (USB), the Anglophone school boards and the independent schools that offer French curricula. It also enables the Province to recover a portion of the operating expenses of the BEF. In addition to the financial

contribution secured under the four-year agreement, the Government of Canada has approved complementary contributions to the Province of Manitoba to implement initiatives that address emerging priorities.

Within the framework of the OLEP, the Branch collaborated with the Council of Ministers of Education, Canada on the implementation of national programs funded by Canadian Heritage (Odyssey, Explore and Destination Clic). Fifteen post-secondary students were hired to work as language assistants in public schools in Manitoba through the Odyssey program. Approximately twenty students from Manitoba were assigned similar postings outside the province.

Through the Explore and Destination Clic programs, 312 students from other Canadian provinces came to Manitoba to study French or English as a Second Language, and 233 Manitoba students went to Quebec and other provinces for summer courses to improve their French and broaden their knowledge of French culture.

More than 50 school divisions and non-government organizations received financial support to develop and implement innovative educational and cultural initiatives, to broaden the application of existing programs, and to respond to specific needs in the area of French-language education in Manitoba.

The Branch participated in 12 projects for students and teachers under the Quebec-Manitoba Agreement. Students enrolled in the post-baccalaureate and master's degree programs in Education at the USB attended a summer institute in Quebec. A Manitoba writer participated in an author exchange with a writer from Quebec. In addition, 19 students from Manitoba were paired with 16 students from Quebec for a six-month exchange consisting of a three-month stay in each province.

The Branch also administers a bursary program enabling teachers and students to pursue studies in French. A total of 458 post-secondary students commenced or continued university studies in French in the past year, and 153 teachers who teach in French upgraded their linguistic or pedagogical skills through summer courses at the USB or another Canadian post-secondary institution.

Sustainable Development

The Branch continues to implement the awareness-raising, purchasing and consumption reduction measures set out in its sustainable development action plan. In particular, the Branch has maintained its policy regarding the purchase of recycled materials and local economic development.

3 (d) Official Languages Programs and Administrative Services

Expenditures by Sub-Appropriation	Actual 2012/13 \$000	Estimate 2012/13 FTE	\$000	Variance Over (Under) \$000	Expl. No.
Salaries and Employee Benefits	887	18.00	986	(99)	
Other Expenditures	931		863	68	
Assistance	3,062		3,416	(354)	
Total Sub-Appropriation	4,880	18.00	5,265	(385)	

Library and Materials Production

The Library and Materials Production Branch (DREF) is the only centre with a comprehensive selection of French language educational resources in various formats that offers information and

library services to K-12 educators of the Français and French Immersion programs and of French courses (English program). DREF's clientele includes departmental staff; school division curriculum consultants; professors and student teachers from the Université de Saint-Boniface, the University of Manitoba and the University of Winnipeg faculties of education; parents enrolled in the French Home Schooling Program; and other stakeholders in the school system. Through its library outreach program, the Branch provides the services of two teacher-coordinators to rural and northern Français and French Immersion schools. The production centre develops digital content and resources to support curricula and the work of the BEF assessment unit.

The objectives of the Branch are to:

- provide leadership and professional support in the selection, development and use of all educational resources;
- provide leadership and professional support in the area of new technologies and media, as an integral part of the teaching and learning process;
- provide library services and resources to educators in order to support: K-12 curriculum implementation, student learning, assessment and performance; pedagogical research and professional learning; and the enrichment of school libraries;
- research, select, acquire, catalogue and distribute resources (physical and digital) for use in response to needs expressed by teachers, curriculum consultants, and various stakeholders;
- duplicate and distribute materials from other jurisdictions for which the Branch has obtained rights for Manitoba schools;
- promote best teaching practices, educational resources, and Branch services in the Français and French Immersion rural schools, through its library outreach program;
- produce new digital resources to support the curricula and the assessment unit.

Library

The library's primary purpose is to circulate the tens of thousands of print and non-print resources in its collection, and to provide documentation and information services. The library provides services to support: the implementation of K-12 curricula, research in education, and professional learning geared to the needs of K-12 educators.

In 2012/13, the primary focus of the resource centre was the launch of its new content management system along with its updated integrated library system. This technology now offers French educators across the province access to 1000s' of streamed videos and other digital content. TFO (Ontario's French Educational Television Network), ONF (National Film Board), Radio-Canada and eduMedia are the major contributors of these wonderful and rich resources.

Throughout 2012/13, DREF lent 67,135 items to more than 3,985 active clients, not including the number of videos /digital content viewed via online streaming. The reference desk answered 1,740 requests for information, and introduced clients to its online digital content, catalogue search, reservation and renewal services. Clients used the on-line reservation service to make 1,183 requests and to reserve 3,231 items. The circulation desk prepared 4,853 packages, 1,879 of which were sent out by regular mail and 2,974 by divisional courier. The technical service desk recorded 3,146 acquisitions.

The library provided support services to school libraries, including assistance in the selection of educational materials. It offered advice and information on issues such as cataloguing and new technologies. Through the Web Export service, customized bibliographic records were delivered to several school libraries in Manitoba, thus saving time and money for the school divisions.

Library staff offered 27 workshops and participated in 19 presentations/displays in schools and school divisions to support the delivery of curricula. The library personnel also conducted 30 tours of

its facility and services. The library co-ordinator and the librarian provided support to approximately 1,579 educators and 95 students from various Education faculties. Through the library outreach program, the two teacher co-ordinators provided support to approximately 946 educators throughout 65 schools in the rural and northern areas. Staff also attended conferences and promoted their resources at the *Éducatrices et éducateurs francophones du Manitoba* conference, and the *Special Area Group of Educators (SAGE)* conference.

The reading clubs initiative, aimed at promoting French youth literature, continued at the K–9 levels in the Français and French Immersion schools. More than 6,620 participant ballots were received and thanks to the support of three community sponsors, 141 prizes were awarded during monthly draws.

This past year, in order to encourage students taking French courses in the English program, a new initiative entitled *Le Passeport Culturel* was launched; 619 students participated in various cultural activities and 38 prizes were awarded.

In partnership with Communication Jeunesse, the DREF organized 8 events with one author, in 7 French Immersion schools, where approximately 200 students participated.

Through the *Manitoba-Quebec Agreement for Co-operation and Exchange*, another author was invited to visit Manitoba schools. The author visited 11 Français and French Immersion schools for a total of 11 literary presentations, to approximately 320 students and 13 educators. Following the visits, video clips of the author's expertise are prepared for the library's digital content. Quebec reciprocated with the invitation to a Manitoban francophone author.

Production Centre

This sector produced 31 DVDs, and 1 CD for the Assessment Unit regarding Grade 12 tests. Furthermore, a total of 569 DVDs and 53 CDs were prepared.

Library Outreach Program

The two teacher-coordinators visited 65 Français and French Immersion schools, and met with approximately 946 educators over the course of the year. They taught over 330 classes in conjunction with teachers, using a variety of instructional resources. They also promoted support materials for the new curricula. An emphasis was placed on the integration of new technologies, including access to online video streaming from educational websites, such as TFO, Radio-Canada and l'ONF.

Sustainable Development

The Branch continued to incorporate the concept of sustainable development into its annual planning process. Digital educational resources were incorporated into the integrated library system, in order to facilitate access, reduce client wait time, and further reduce paper and postage that would normally be required if mailing out DVDs/videos. Late slips, overdue notices, and invoices to clients were sent out by e-mail, therefore eliminating to a large extent the paper and envelopes required.

Recycled paper and printer cartridges were used to cut down on waste. Electronic communication was encouraged whenever possible to cut down on travel expenses.

The Branch continued to encourage employees to use more environmentally-friendly methods of transportation such as cycling, car-pooling, public transit and walking.

Wherever possible, the Branch placed its purchase orders and requests for services with local Francophone businesses and bookstores.

3 (e) Library and Materials Production

Expenditures by Sub-Appropriation	Actual 2012/13 \$000	Estimate 2012/13 FTE	\$000	Variance Over (Under) \$000	Expl. No.
Salaries and Employee Benefits	684	12.00	620	64	
Other Expenditures	358		268	90	
Total Sub-Appropriation	1,042	12.00	888	154	

Education and School Tax Credits

Education Property Tax Credit

The Education Property Tax Credit provides income-related assistance to homeowners and tenants based on occupancy costs and income. Most homeowners receive the basic \$700 credit as a reduction on the municipal property tax statement. This is known as the Education Property Tax Credit Advance. Tenants and homeowners who have not received the Advance, and anyone who is entitled to an additional, income-tested amount, can claim this refundable credit on their annual income tax return. The objectives of the credit are to provide income tax relief to all Manitobans, and to provide an additional tax reduction for those with lower incomes.

4 (a) Education Property Tax Credit

Expenditures by Sub-Appropriation	Actual 2012/13 \$000	Estimate 2012/13 FTE	Variance Over (Under) \$000	Expl. No.
Education Property Tax Credit	314,712	297,319	17,393	1
Total Sub-Appropriation	314,712	0.00	297,319	17,393

1. Over expenditure reflects current growth rates, originally calculated and budgeted at 1.75% but now evaluated at 2.0%; the variance also reflects increases in Manitoba housing starts, property assessments and school tax rates.

School Tax Assistance for Tenants and Homeowners (55+)

This program provides income-related assistance to homeowners and tenants who are 55 years of age and over, based on occupancy costs and income. The objective of this program is to reduce the amount of education property tax paid by lower-income Manitobans over 55 years of age.

4 (b) School Tax Assistance for Tenants and Homeowners (55+)

Expenditures by Sub-Appropriation	Actual 2012/13 \$000	Estimate 2012/13 FTE	Variance Over (Under) \$000	Expl. No.
School Tax Assistance for Tenants and Homeowners (55+)	1,042	1,500	(458)	1
Total Sub-Appropriation	1,042	0.00	1,500	(458)

1. Under expenditure reflects a lower number of applicants entitled to the income-tested tax assistance program.

Support to Schools

Schools Finance

The objectives of the Branch are to provide operating and capital funding to Manitoba's public school divisions in a timely and effective manner through the Funding of Schools Program; to provide operating funding to independent schools in order to meet government's obligations for the funding of independent schools; to provide support and assistance relative to the administration, funding, management and audits of school jurisdictions; to ensure the maintenance of a relevant financial and funding framework and appropriate financial accountability mechanisms for Manitoba school divisions; to provide accounting, financial and administrative support to The Public Schools Finance Board (PSFB) to assist the Board in carrying out its responsibilities for the capital support program; and to provide funding to various educational organizations in support of educational projects, specialized educational services or activities that enhance the quality of education for K-12 students in Manitoba.

The Branch released the public school FRAME report for the 2010/11 financial statements and 2012/13 budget, and the September 30, 2012 Enrolment Report. The Branch also released the independent school FRAME report for the 2010/11 financial statements.

The Branch is represented on various departmental committees, such as the Advisory Committee on the Funding of Schools Program, the FRAME Committee and the Departmental Renewal Strategy Committee.

The Branch provided financial analysis in the areas of public school funding for the 2013/14 school year (announced January 30, 2013) and education taxation. They also provided assistance to school division and independent school personnel as required.

Regulations respecting the calculation and payment of grants to public school divisions and Special Revenue School Districts under the Funding of Schools Program for the 2011/12 school year were completed.

The Public Schools Finance Board was provided with support regarding financial and administrative matters on a regular basis and at other times when required or requested, including the issuance of debentures for capital construction. In March 2009, government announced \$310 million for new capital construction for four years from the 2009/10 school year to 2012/13 school year. This was subsequently increased to \$362.2 million over that period. For the fiscal year ended March 31, 2013, 83 debentures were issued for a total of \$90.8 million for both new and previously approved projects, including \$2.0 for Family Choices.

Independent schools are monitored through the submission of financial statements as required by regulation. Branch staff continued to work closely with other areas of the Department and with independent schools to ensure that all requirements of *The Public Schools Act*, regulations and policy were met.

Sustainable Development

The Schools Finance Branch has made progress in implementing a number of activities identified in their Sustainable Development Procurement Action Plan. Such actions include the use of recycled paper and recycled toner cartridges in the fax machine and printers, as well as recycling the empty toner cartridges. The Branch has dedicated one printer for using scrap paper for printing "draft" documents, and makes an effort to re-use supplies where possible, such as old file folders and binders. Staff also make use of alternative communication tools to reduce the amount of paper used.

For example, information on Summary Budgeting and Reporting is posted on the Internet; provincial grants are paid to school divisions and independent schools through electronic funds transfer; funding calculations are e-mailed to school divisions; property assessment and Education Support Levy calculations are e-mailed to municipalities; and a variety of information documents including the annual FRAME and Enrolment reports are posted on the Internet. Also on the Internet are a number of forms used by school divisions, independent schools and municipalities including funding-related forms, and tax collection and remittance forms. Branch staff direct interested parties to the Internet to view and/or download these documents.

5 (a) Schools Finance

Expenditures by Sub-Appropriation	Actual 2012/13 \$000	Estimate 2012/13 FTE	\$000	Variance Over (Under) \$000	Expl. No.
Salaries and Employee Benefits	1,070	15.50	1,070	0	
Other Expenditures	139		143	(4)	
Property Assessment	3,054		3,054	0	
Total Sub-Appropriation	4,263	15.50	4,267	(4)	

Education Administration Services

The mandate of the Education Administration Services Branch (EAS) is to maintain an effective legislative, regulatory and policy framework for elementary and secondary education; co-ordinate and communicate both legislation and regulation review and revision, and new or amended educational administration requirements; provide support to statutory and non-statutory boards and commissions; provide and co-ordinate translation and French Languages Services for Manitoba Education and Advanced Education and Literacy; work to ensure a safe, efficient and economical pupil transportation system; ensure a qualified teaching force through certification of professional personnel for Manitoba's school system; collect and maintain a record of Senior Years students' final marks and issue official transcripts based on these records; support a network for province-wide education research; and support the class size initiative for all K-3 public schools.

The EAS mandate is accomplished through the work of the following five areas:

- Administration Services
- Pupil Transportation
- Professional Certification
- Student Records
- Translation Services

Administration Services

Administration Services performs a departmental co-ordination role in the development and revision of legislation for which the Minister of Education has responsibility:

- *The Public Schools Act*
- *The Education Administration Act*
- *The Public Schools Finance Board Act*
- *The Teachers' Pensions Act*
- *The Teachers' Society Act*
- *The Property Tax and Insulation Assistance Act (Part III.2)*

The Branch fulfills an advisory and consultative support role to the Department, school divisions, schools, and the public on matters related to education administration, legislation and their supporting regulations and on the education system in general.

The Branch provides research, information and prepares correspondence for the Minister and Deputy Minister on a wide array of topics related to educational administration (including the provincial school calendar). Administration Services also co-ordinates appointments to a number of statutory and non-statutory boards and commissions. Please refer to the section on Statutory Boards and Commissions for more details.

Major Activities and Key Accomplishments during 2012/13:

- Support to the Minister and Deputy Minister concerning educational administration policy and its implementation, and the development of statutes, regulations and policies. Much time was spent responding to the high volume of requests for advice and in meeting a wide array of consultative expectations, which the Unit answered in writing, in person and by telephone.
- During 2012/13, new legislation was introduced related to cyber-bullying and student safety in schools, as well as recognition of the community school model.
- Support to K-12 education-related research projects through the Manitoba Center for Health Policy (MCHP) and the Manitoba Education Research Network program (MERN), which liaises with Deans of Manitoba's faculties of Education, superintendents of school divisions and senior leaders in the education field regarding research in education.
- Support to the provincial Oversight Committee, comprised of representatives from education stakeholder organizations, which provides advice and recommendations to the Department on the multiple policy elements related to K-3 class size reduction. EAS liaises with executive members of education organizations, superintendents of school divisions and school administrators on matters related to K-3 class size reduction.

Pupil Transportation

The Pupil Transportation Unit (PTU) supports the safe, efficient and economical operation of the pupil transportation (school bus) system in Manitoba. It operates out of offices in Winnipeg and Brandon. The Brandon office was relocated from Rivers, Manitoba over the summer of 2012.

PTU conducts a number of on-site reviews of school division transportation systems to ensure regulatory compliance related to school bus vehicle operations; performs quality control inspections of new buses prior to acceptance of delivery; ensures, through quality control initiatives, that manufacturers' school bus units meet requirements; develops school bus vehicle purchase specifications; provides training and seminars for transportation supervisors, school bus driver instructors, and school bus service technicians; arranges purchase tender of new school buses by school divisions participating in the centralized process; maintains a school bus fleet inventory; and assists school divisions in developing preventative maintenance programs.

PTU continues to issue School Bus Operator's Certificates to newly qualified school bus drivers trained by certified instructors and maintains a registry of all certified school bus operators. Almost 300 certificates were issued in 2012.

PTU acts as liaison between school bus manufacturers and school divisions with respect to defective equipment/warranty issues. Information collected about defective parts or manufacturing

is collated and stored in a database that is then shared with manufacturers. A total of 93 service technicians attended the 2012 school bus maintenance sessions.

PTU receives reports of all school bus accidents in Manitoba whether major or minor, maintains the reports in a database, and will investigate serious accidents or those resulting in major injuries.

Major Activities and Key Accomplishments during 2012/13:

- PTU acts as a resource to school division pupil transportation operations on driver and ridership training through inservicing, information on the Unit's website, and through its newsletter *The Signal*.
- In order to enhance preventive maintenance initiatives, school bus service technician training seminars are conducted annually on a range of topics. The two-day seminar is held in both Brandon and Winnipeg.
- With the assistance of staff and students from Vincent Massey High School in Brandon, PTU staff produced a video on proper school bus pre-trip inspection procedures. The video will be available to trainers to assist in teaching new school bus drivers and/or inservicing current drivers.
- PTU staff have developed a specialized course focusing on transportation of special needs students. To date, staff from three school divisions and one school bus contractor have received this instruction.
- The 2012 School Bus Safety Week theme "*Stand Back From the Yellow and Black*" served as a reminder for students to be careful around their school bus. Materials were developed and distributed electronically to school divisions in early October. A variety of school bus safety materials are housed on the PTU website.
- PTU is an active member of the Canadian Standards Association's (CSA) D250 Technical Committee on School Buses. In 2012, the Committee finalized the latest version of the School Buses Standard (D250-12) that includes, for the first time in one document, specifications for Transportation of Persons with Physical Disabilities (extracted from CSA Standard D409). The new version will be effective as of June 2013.
- 23 of 37 school divisions participated in the 2012 centralized school bus tender process, leading to the purchase of 70 school buses. The role of PTU in the central tender process includes preparation of specifications for school buses and tender documents, inspection data, and defect analysis. In addition, pilot model reviews and plant audits are conducted at manufacturing plant locations.
- All new school buses are subjected to a final acceptance inspection performed by PTU inspectors prior to entering into service.
- The Unit communicates with staff from Manitoba Public Insurance (MPI) and Manitoba Infrastructure and Transportation (MIT) with regard to the annual inspection of 10% of Manitoba's school bus fleet.
- Transport Canada recently released information indicating that approximately 58% of school bus recalls across Canada have not been addressed. PTU has facilitated a significant reduction in recalls in Manitoba school buses by emphasizing to school division transportation supervisors the importance of addressing the recalls, and by informing them of recall procedures. Remaining

outstanding recalls are currently being addressed and will be corrected within an acceptable timeframe.

- Each year PTU performs rotational audits of a number of school divisions to ensure their transportation systems are in compliance with *The Public Schools Act* and its Regulations, local policy, and with best practices for the safe transportation of students. Upon completion of an audit, PTU provides the school division with an Evaluation Report that identifies its strengths and areas of concern. Where policy and practices may be lacking, corrections or adjustments for compliance are suggested. Follow-up communication with the school division one year after issuance of the Evaluation Report ensures that appropriate actions have been taken. Two audits were undertaken in the 2012/13 school year.

Professional Certification

The Professional Certification Unit ensures a qualified teaching force through certification of professional personnel (teachers, clinicians, co-ordinators and principals) in Manitoba's school system. Assessment of education and work experience credentials in order to certify professional personnel in the school system are conducted for applicants from either in or out-of-province.

Approximately 18,000 computerized active teacher files were maintained and updated by staff who were also involved in gathering the various pieces of information needed to support the Teacher Professional Personnel (TPP) data base.

The Unit conducts and manages an annual collection of educational and other information from schools and divisions, and produces an annual comprehensive provincial directory of all schools and school divisions in Manitoba identifying the number of teachers and students in each school, the program offerings and contact information. It also provides current and accurate teachers' school-based data to other departmental branches and to external users and generates statistical reports upon request.

The Unit also administers the Teacher Education and Certification Committee (TECC) and provides assistance to the Certificate Review Committee (CRC). Please refer to Statutory Boards and Commissions below for more details.

Major Activities and Key Accomplishments during 2012/13:

- Teaching certificates were issued to 670 education graduates. Another 294 Canadian applicants were certified through the Agreement on Internal Trade (AIT) and 182 Internationally Educated Teacher applicants were also certified. In addition, 86 School Clinician certificates, 102 Special Education certificates, 16 Special Education Coordinator certificates, 81 Level 1 School Administrator and 15 Level 2 Principal Certificates were granted among other teacher certification services. The Unit processed 316 statements of standing, 360 reclassifications, 157 duplicate certificates requests, 296 name changes and 369 limited teaching permits and 550 Graduates Limited Teaching Permits.
- The Unit also co-ordinates a teacher exchange program. Six applications were processed and one completed match was found.
- The Unit responded to approximately 14,000 queries received on the toll free information line plus approximately 9,000 calls from outside Manitoba and Canada.

Student Records

The Student Records Unit collects and maintains records of Senior Years students' final marks for the Department and issues official transcripts upon request based on these records.

The Unit supports the student registration system by assigning Manitoba Education numbers to students entering the province/school system during the school year and after September 30.

Major Activities and Key Accomplishments during 2012/13:

- A total of 1,814 regular high school transcripts in response to requests were issued during 2012/13 fiscal year.
- The Unit collected high school credits for over 65,000 students. It also maintains over 180,000 student identification numbers (MET#).

Translation Services

Translation Services ensures compliance with government policy on French Language Services (FLS) and provides support in the production of bilingual publications and co-ordinates departmental translation requests for both Manitoba Education and Manitoba Advanced Education and Literacy.

Major Activities and Key Accomplishments during 2012/13:

Translation Services facilitated communication of departmental program and policy thrusts by co-ordinating the translation and proofreading of numerous documents including: curriculum documents, annual report material for Manitoba Education and Manitoba Advanced Education and Literacy departments, funding material, Public Schools Finance Board material, Manitoba Student Loans material, Early Years Education material, Provincial Standard Tests material, Leadership Scholarship material, Education Manitoba articles, newsletters and policy implementation documents, Manitoba Report Card support documentation for educators, From Apology to Reconciliation – Residential Schools Survivors teacher's guide, as well as the Manitoba Prospects tabloid and Career Development material.

This year, 2,375 pages were translated externally. Staff of the Unit translated, researched and proofread 1,365 pages. In total, the Unit processed 3,740 pages for Manitoba Education and Manitoba Advanced Education and Literacy.

To maximize productivity, all members of the Translation Unit received a one-day training session to better utilize the various tools included in the recently acquired translation software package, Studio 2011. In the same effort to streamline the translation process and to increase efficiency and productivity, the Unit also acquired a professional software package called Antidote. This integrated editing system includes a complete set of reference tools used in the revision of French materials. As well, a member of the Translation Unit participated in a workshop focused on the translation of government bills, acts and regulations. These activities will help staff remain up-to-date in technology usage and meet the high demand of FLS services, more particularly in the area of translation services, thus improving on the simultaneous dissemination of public documents.

Statutory Boards and Commissions

The Education Administration Services Branch co-ordinates appointments to a number of statutory and non-statutory boards and commissions, and provides for the payment of expenses incurred in

the operation of these boards and commissions. The Branch is directly responsible for the following boards and commissions:

Teacher Education and Certification Committee (TECC)

In December 2002, the Minister of Education created the Teacher Education and Certification Committee. The role of TECC is to make recommendations to the Minister on matters pertaining to teacher training programs and teacher certification. TECC met five times this year. Since 2012/13, TECC has examined changes in requirements for School Administrator certification and developed recommendations for the Minister in response to some of the recommendations made by the Office of the Manitoba Fairness Commissioner (OMFC) arising from its review of the Professional Certification and Student Records Unit (PCSRU).

Provincial Evaluation Committee

Upon request, the Provincial Evaluation Committee reviews decisions made by the Professional Certification Unit pertaining to certification, salary classification and other issues with which the Unit is involved. The Committee did not meet this year.

Certificate Review Committee

The Certificate Review Committee, established under s. 5 of *The Education Administration Act*, investigates and reports on cases in which teachers' certificates are to be reviewed for cause. The Committee hears cases in which a teacher's or clinician's credentials are referred for review by the Minister of Education and subsequently the Minister will then make decisions with respect to continued certification. There were no hearings in 2012/13.

Board of Reference

The Board of Reference, established under s. 8 of *The Public Schools Act*, decides on matters related to the alteration, formation and dissolution of school division/district boundaries. It deals with requests for land transfers between divisions, creation of wards within divisions and districts, trustee representation, dissolution and amalgamation of school divisions and districts, and enactment of regulations defining school division and district boundaries. The Board held seven hearings during the 2012/13 fiscal year.

Advisory Board

The Advisory Board, established under sections 10-17 of *The Education Administration Act*, makes regulations with respect to religious exercises/patriotic observances and considers other matters as referred to it by the Minister of Education. The Board did not meet this year.

Sustainable Development

Staff in both urban and rural offices continue to meet the government's sustainable development goals through recycling opportunities, reducing the amount of paper usage and utilizing electronic communication whenever possible. To help meet the Department's goal of reducing fossil fuel emissions, a decrease in the use of vehicles for government business has been encouraged by car pooling to meetings and teleconferencing.

The Pupil Transportation Unit also gives consideration to environmental and economical concerns for new buses by acquiring more fuel-efficient buses through the central purchase process.

With respect to Manitoba's Aboriginal Procurement Initiative, the Branch will, where possible purchase goods and services from Aboriginal vendors in an effort to increase their participation and to support community economic development.

5 (b) Education Administration Services

Expenditures by Sub-Appropriation	Actual 2012/13	Estimate 2012/13		Variance Over (Under)	Expl. No.
	\$000	FTE	\$000	\$000	
Salaries and Employee Benefits	1,692	26.50	1,630	62	
Other Expenditures	645		681	(36)	
Total Sub-Appropriation	2,337	26.50	2,311	26	

Schools Information System

The Schools Information System (SIS) provides project management, consulting and business analysis support for technology and innovation initiatives related to the K-12 administrative environment. The primary application within the Schools Information System is the Education Information System (EIS). EIS consists of a series of modules providing a corporate database of K-12 educational information to assist the Department and the field in delivering operational programs, ensuring effective program management and assessing educational accountability. The Innovative Technology Services (ITS) (formerly: Systems and Technology Services) Branch manages the Schools Information System.

EIS Collection, the software collection tool developed by STS for schools and divisions to use to collect and forward data to the Department, is maintained through annual version upgrades. The Department continues to work closely with schools and divisions to provide assistance and training for new reporting procedures. The K-12 Schools Information Management Advisory Council, comprised of representatives from the Manitoba Association of School Business Officials and the Manitoba Association of School Superintendents, collaborates with the Department regarding the effective management, use and stewardship of education information regarding the Manitoba K-12 community.

EIS Collection has been used across the province by schools and divisions since September 1997. Schools and divisions report enrolment, student marks and teaching information in a common data file format, even though a variety of software packages are used in the schools. Data is validated in the software tool before being forwarded to the Department. The information collected through this process is used in calculating school funding as well as to establish student demographic records, providing course registration data and to provide information on teaching activities. To support school division staff, a toll-free Service Desk function assists users of EIS Collection encountering questions regarding the system. Branch staff continue to work with school divisions and the suppliers of school administration systems to streamline the reporting of information to EIS and EIS Collection.

STS continues to enhance the web-based applications for collection of assessment results regarding Early and Middle Years Assessment and Provincial Test Student Registration. In addition to the EIS, STS manages related development projects for department branches working with schools and school divisions. These include Instructional Resources Unit (Educational Library), Home Schools, Distance Delivery, Curriculum Development, Pupil Transportation Unit and the Bureau de l'éducation française.

All departmental service requests (desktop and application) are recorded and monitored in an electronic Issue Tracker to ensure technology service levels remain at acceptable levels and service can be quickly restored should system failures occur.

STS continues to transfer technical responsibilities of the Branch to ICT Services Manitoba while enhancing the ICT-related business capabilities of the Branch as defined by the ICT Restructuring Initiative.

Sustainable Development

The Branch supports a culture that recognizes and supports sustainable development practices. The Branch promotes the use of recycled paper and toner cartridges along with the recycling of discarded paper. It should be noted that the Manitoba government recognizes the value of education and collaboration alternatives that result from improved network services such as video conferencing. STS is working with other branches and Manitoba departments in the implementation of collaborative network tools that will enhance pedagogical and administrative environments in rural communities.

5 (c) Schools Information System

Expenditures by Sub-Appropriation	Actual 2012/13 \$000	Estimate 2012/13 FTE	\$000	Variance Over (Under) \$000	Expl. No.
Salaries and Employee Benefits	180	3.00	246	(66)	
Other Expenditures	32		109	(77)	1
Total Sub-Appropriation	212	3.00	355	(143)	

1. Under expenditure relates to reduced expenses from general operating, professional services and software maintenance.

Aboriginal Education Directorate

The mandate of the Aboriginal Education Directorate (AED) is to provide leadership and co-ordination for departmental initiatives within Aboriginal education and training. AED objectives is: to ensure an integrated approach to Aboriginal education and training within Manitoba Education, Manitoba Advanced Education and Literacy (MAEL), and in collaboration with the departments of Aboriginal and Northern Affairs (MANA) and Entrepreneurship, Training and Trade (METT). This includes promoting the removal of systemic barriers to Aboriginal student success and participating in and ensuring linkages and collaboration with inter-sectoral research and policy initiatives related to Aboriginal education and training.

AED co-ordinates the development and implementation of the Aboriginal Education and Employment Action Plan and provides support and leadership to all branches and units within Education, MAEL, MANA and METT on matters as they relate to Aboriginal education and training.

AED works with and supports the Aboriginal Education Directorate Advisory Council. This Council provides advice, guidance and makes recommendations on matters as they relate to initiatives and action areas within K-12 education with regards to Aboriginal people.

AED also works with and supports the Advanced Education Training and Literacy Aboriginal Advisory Council. This Council provides advice, guidance and makes recommendations regarding post-secondary education, training, literacy and employment as it relates to Aboriginal people. AETLAAC is responsible for the creation of the Kaskihtawin Bursary offered to Aboriginal learners attending adult learning centres and adult literacy programs in Manitoba.

Directorate staff participate in the planning and implementation of Aboriginal-focused research both inter-departmentally and with external agencies. This includes the annual Shawane Dagosiwin (Aboriginal Education Research Forum).

AED partners with educational stakeholders to make Aboriginal education more inclusive and culturally relevant for all students. It also promotes Aboriginal teacher education. Implementation of *A Journey from Cultural Awareness to Cultural Competency* Training Manual and Kit continued in the 2012/13 school year.

AED continues to work with school divisions and other partners in the collection of Aboriginal identity data. The purpose of the data collection, which has been integrated within the province-wide Education Information System, is to improve baseline data for policy development and planning programs for student success.

Manitoba Aboriginal educators are profiled monthly on the AED website.

The Directorate continues to work with the Council of Ministers of Education, Canada (CMEC) on its Aboriginal Education Action Plan to strengthen self-identification and co-ordinate what and how data is collected and shared.

AED co-ordinates 38 Building Student Success with Aboriginal Parents sites to increase parental and community involvement, and 29 Community Schools Partnership Initiative project sites. Community Schools legislation was developed by the Aboriginal Education Directorate in collaboration with Education Administration Services and introduced into the Fall 2012 sitting of the House.

Manitoba Education participated with Western and Northern Canadian Protocol (WNCP) partners to continue implementation of the Aboriginal Languages and Cultures website. Manitoba Education continues to participate on the WNCP First Nations, Metis & Inuit Education Directors Committee.

Over 5 cultural and anti-racist education workshops were conducted during the 2012/13 fiscal year. These include *A Journey from Cultural Awareness to Cultural Competency* training sessions and direct service to schools, educators, post-secondary institutions, parents, government departments and community agencies. Two, 2 day sessions were held for Grade 9 and 11 teachers on the implementation of *From Apology to Reconciliation: Residential School Survivors*, a Guide for Grades 9 and 11 Social Studies teachers in Manitoba.

Directorate staff consults and collaborates on an ongoing basis with various Aboriginal organizations including the Assembly of Manitoba Chiefs, the Manitoba Metis Federation, the Aboriginal Council of Winnipeg, The Manitoba First Nations Education Resource Centre, grassroots organizations and educational stakeholders such as the Aboriginal Circle of Educators.

AED continues to support the implementation of The Paul Martin Aboriginal Education Initiative's Aboriginal Youth Entrepreneurship Program. The program is designed to improve students' proficiency in business mathematics, English, account marketing, and information and communications technology while supporting the acquisition of leadership skills with the larger purpose of encouraging Aboriginal youth to remain in school and develop the attitudes, knowledge, and skills necessary to achieve success in secondary school, post-secondary education or vocational training in the workplace and daily life.

AED completed management of the five year, \$3 million Making Education Work (MEW) research project intended to assist Aboriginal high school students complete high school and pursue post-secondary education. The MEW Outcomes Report was released to the public in June 2013. The

Directorate continues to support the integration of the MEW findings and lessons learned into a variety of initiatives intended to support the success of Aboriginal learners.

AED works with the University of Winnipeg to support the implementation of the Shine On Initiative, which has been designed to increase student engagement, high school graduation rates and post-secondary participation rates for Aboriginal and inner city students. The initiative helps to build strong relationships between the University of Winnipeg and inner city schools and educators and provides school-base programming on campus that facilitates learning and promotes skill development.

AED and Adult Learning and Literacy co-ordinate the networking of the Aboriginal Adult Learning Circle through the Aboriginal component of the Adult Literacy Strategy.

The Directorate co-ordinates the province-wide implementation of the Respect In School (RIS) Initiative. RIS is a bilingual on-line curriculum program intended to help create safer, more respectful educational environments by providing staff and volunteers with the information to understand and respond to incidents of bullying, abuse, harassment and neglect.

Sustainable Development

AED staff commit to the reduction of the carbon footprint that can deluge the natural order. Branch activities are co-ordinated within sustainable development and procurement guidelines by the purchase and use of recycled paper, recycled office supplies, where possible, and the recycled toner cartridge program. AED uses coffee mugs over plastic or styrofoam cups for guests during meetings in-house. AED has a "no bottled water" boardroom policy and staff are encouraged to use plant friendly water receptacles. Car pooling is mandatory for any out of office functions where more than one staff member is attending. Branch staff are encouraged to bring utensils and plates from home for use during potluck lunches. AED staff pick traditional medicinal plants for meetings, ceremonies and gift giving as an alternative to purchasing them. Purchased medicinal plants are usually machine picked disturbing the root level as opposed to picking at ground level as to not injure the growth cycle of the plant and sustain, with honour, the environment they live in.

Aboriginal worldviews are incorporated and respected in the development and implementation of curriculum, instruction, assessment and professional learning. These worldviews form the foundation for living in harmony with oneself, others and all of creation.

5 (d) Aboriginal Education Directorate

Expenditures by Sub-Appropriation	Actual 2012/13 \$000	Estimate 2012/13 FTE	Estimate 2012/13 \$000	Variance Over (Under) \$000	Expl. No.
Salaries and Employee Benefits	615	10.00	795	(180)	
Other Expenditures	434		473	(39)	
Total Sub-Appropriation	1,049	10.00	1,268	(219)	

Schools Grants

Operating Grants

The objective is to provide operating support to Manitoba's 36 public K-12 school divisions and one special revenue school district through the Funding of Schools Program on an equitable basis and in a manner that supports public schools in the delivery of public education; to provide operating

support for the costs of The Public Schools Finance Board; and to meet government's obligations in the provision of funding to independent schools.

Funding to public schools announced for the 2012/13 school year increased by 2.2%, or \$25.5 million, to \$1,182.6 million from \$1,157.1 million for the 2011/12 school year. Funding is supported by general revenue appropriations and the Education Support Levy.

Funding to independent schools for the 2012/13 school year increased 2.9% or \$1.8 million, to \$65.8 million from \$63.9 million for the 2011/12 school year.

The Schools Finance Branch continued to work closely with independent schools to facilitate enrolment and financial reporting consistent with the provision of funding.

General Support Grants

The objective is to reimburse school divisions for the cost of the Health and Education Levy (payroll tax) paid to the Province.

A grant based on payroll costs for the 2011 calendar year, as reported to Manitoba Finance, was paid to school divisions. Funding increased to \$31.1 million in 2012/13 from \$30.5 million in 2011/12 due to an increase in payroll costs from 2010 to 2011.

Other Grants

The objective is to provide financial support to educational organizations.

During 2012/13, grants totalling \$1.9 million were paid to 9 organizations that, through their various activities, enhanced the quality of education in Manitoba.

Teachers' Retirement Allowances Fund (TRAF)

TRAF administers teachers' pensions under *The Teachers' Pensions Act*. The Department provides funding for the employer's share of current teacher service contributions and funds interest costs associated with the Province's borrowings to partially fund the outstanding pension liability.

5 (e) Schools Grants

5 (f) Other Grants

5 (g) Teachers' Retirement Allowances Fund

5 (h) Recoverable from Advanced Education and Literacy

Expenditures by Sub-Appropriation	Actual 2012/13 \$000	Estimate 2012/13 FTE	\$000	Variance Over (Under) \$000	Expl. No.
(e) Schools Grants					
- Operating Grants	1,047,678		1,050,925	(3,247)	1
- General Support Grants	31,147		32,200	(1,053)	2
(f) Other Grants	1,892		1,961	(69)	
(g) Teachers' Retirement Allowances Fund	152,207		151,762	445	
(h) Recoverable from Advanced Education and Literacy	(180)		(180)	0	
Total Sub-Appropriation	1,232,744	0.00	1,236,668	(3,924)	

1. Under expenditure mainly reflects reduced expenses related to: Rural and Northern Clinician Bursary, the Breakfast and Lunch Program, and a delay in the Class Size Initiative. Under expenditure also reflects the in-year reallocation of funding for Demonstration Projects to Instruction, Curriculum and Assessment (16-2C-2), delay of new funding for Frontier Common Area Grants, a delay in implementing a rate change for Community Schools-Pilot Projects, lower expenses than budgeted for Special Needs - Autistic, savings in Independent Schools as a result of lower enrolments than anticipated, partially offset by additional costs for Division scolaire franco-manitobaine (DSFM).
2. Under expenditure results from lower than anticipates requirement which was based on 2011 payroll costs.

Capital Funding

Capital grants provide for the capital expenditures of school divisions. Additional information on the grants may be found in The Public Schools Finance Board Annual Report.

6 Capital Funding

Expenditures by Sub-Appropriation	Actual 2012/13 \$000	Estimate 2012/13 FTE	Variance Over (Under) \$000	Expl. No.
Capital Funding	49,771		49,994 (223)	
Total Sub-Appropriation	49,771	0.00	49,994 (223)	

Costs Related to Capital Assets

This main appropriation provides for the costs related to capital assets.

7 Costs Related to Capital Assets

Expenditures by Sub-Appropriation	Actual 2012/13 \$000	Estimate 2012/13 FTE	\$000	Variance Over (Under) \$000	Expl. No.
(a) Amortization Expense	146		147	(1)	
(b) Interest Expense	18		19	(1)	
Total Sub-Appropriation	164	0.00	166	(2)	

PART B – CAPITAL INVESTMENT

Capital Investment

The Province implemented a new accounting policy for tangible capital assets in 1999/2000 based on standards issued by the Canadian Institute of Chartered Accountants. These standards require that expenditures on tangible assets be amortized over the useful life of the asset. Recognizing amortization in this way allocates the cost of capital assets to the periods of service provided and amortization is recorded as an expense in the statement of operations.

Tangible capital assets are those with a useful life extending beyond one year which are acquired, constructed or developed and held for use, not for resale. Tangible capital assets with a value less than the accepted capitalization limit will be expensed in the year of acquisition.

Education

Expenditures by Sub-Appropriation	Actual 2012/13 \$000	Estimate 2012/13 FTE	\$000	Variance Over (Under) \$000	Expl. No.
Capital Investment	0		0	0	
Total Sub-Appropriation	0	0.00	0	0	

Financial Information

Department of Education

Reconciliation Statement
(\$000s)

DETAILS	2012/13 ESTIMATES
2012/13 Main Estimates	\$1,632,689
2012/13 Estimate	\$1,632,689

Manitoba Education

Expenditure Summary

For the fiscal year ended March 31, 2013, with comparative figures for the previous fiscal year (\$000s)

Estimate 2012/13	Appropriation	Actual 2012/13	Actual 2011/12	Increase (Decrease)	Explanation Number
Education (16)					
	16-1 Administration and Finance				
37	(a) Minister's Salary	37	37	0	
	(b) Executive Support				
718	- Salaries and Employee Benefits	735	720	15	
123	- Other Expenditures	100	122	(22)	
	(c) Financial and Administrative Services				
927	- Salaries and Employee Benefits	941	870	71	
337	- Other Expenditures	201	225	(24)	
	(d) Innovative Technology Services (formerly Systems and Technology Services)				
201	- Salaries and Employee Benefits	113	137	(24)	
162	- Other Expenditures	100	102	(2)	
(570)	(e) Less: Recoverable from Advanced Education and Literacy	(570)	(570)	0	
1,935	Total 16-1	1,657	1,643	14	

Manitoba Education
Expenditure Summary

For the fiscal year ended March 31, 2013, with comparative figures for the previous fiscal year (\$000s)

Estimate 2012/13	Appropriation	Actual 2012/13	Actual 2011/12	Increase (Decrease)	Explanation Number
	16-2 School Programs				
	(a) Division Administration				
321	- Salaries and Employee Benefits	291	333	(42)	
70	- Other Expenditures	59	60	(1)	
	(b) Manitoba School for the Deaf				
3,357	- Salaries and Employee Benefits	3,234	3,254	(20)	
383	- Other Expenditures	305	394	(89)	
	(c) Instruction, Curriculum and Assessment				
7,829	- Salaries and Employee Benefits	7,172	6,431	741	1
4,027	- Other Expenditures	4,730	4,451	279	
1,211	- Assistance	1,085	959	126	
	(d) Program and Student Services				
3,388	- Salaries and Employee Benefits	3,507	3,341	166	
1,418	- Other Expenditures	1,236	1,140	96	
70	- Assistance	61	66	(5)	
	(e) Educational Resources				
3,900	- Salaries and Employee Benefits	3,624	3,668	(44)	
1,184	- Other Expenditures	1,184	1,184	0	
27,158	Total 16-2	26,488	25,281	1,207	

Manitoba Education
Expenditure Summary

For the fiscal year ended March 31, 2013, with comparative figures for the previous fiscal year (\$000s)

Estimate 2012/13	Appropriation	Actual 2012/13	Actual 2011/12	Increase (Decrease)	Explanation Number
	16-3 Bureau de l'éducation française				
	(a) Division Administration				
189	- Salaries and Employee Benefits	224	187	37	
16	- Other Expenditures	16	21	(5)	
	(b) Curriculum Development and Implementation				
1,371	- Salaries and Employee Benefits	838	804	34	
439	- Other Expenditures	950	964	(14)	
	(c) Educational Support Services				
1,319	- Salaries and Employee Benefits	959	979	(20)	
261	- Other Expenditures	497	431	66	
	(d) Official Languages Programs and Administrative Services				
986	- Salaries and Employee Benefits	887	888	(1)	
863	- Other Expenditures	931	978	(47)	
3,416	- Assistance	3,062	3,113	(51)	
	(e) Library and Materials Production				
620	- Salaries and Employee Benefits	684	624	60	
268	- Other Expenditures	358	400	(42)	
9,748	Total 16-3	9,406	9,389	17	

Manitoba Education

Expenditure Summary

For the fiscal year ended March 31, 2013, with comparative figures for the previous fiscal year (\$000s)

Estimate 2012/13	Appropriation	Actual 2012/13	Actual 2011/12	Increase (Decrease)	Explanation Number
	16-4 Education and School Tax Credits				
297,319	(a) Education Property Tax Credit	314,712	312,983	1,729	2
1,500	(b) School Tax Assistance for Tenants and Homeowners (55+)	1,042	1,139	(97)	
298,819	Total 16-4	315,754	314,122	1,632	

Manitoba Education
Expenditure Summary

For the fiscal year ended March 31, 2013, with comparative figures for the previous fiscal year (\$000s)

Estimate 2012/13	Appropriation	Actual 2012/13	Actual 2011/12	Increase (Decrease)	Explanation Number
	16-5 Support to Schools				
	(a) Schools Finance				
1,070	- Salaries and Employee Benefits	1,070	996	74	
143	- Other Expenditures	139	144	(5)	
3,054	- Property Assessment	3,054	3,035	19	
	(b) Education Administration Services				
1,630	- Salaries and Employee Benefits	1,692	1,543	149	
681	- Other Expenditures	645	736	(91)	
	(c) Schools Information System				
246	- Salaries and Employee Benefits	180	87	93	3
109	- Other Expenditures	32	98	(66)	4
	(d) Aboriginal Education Directorate				
795	- Salaries and Employee Benefits	615	555	60	
473	- Other Expenditures	434	564	(130)	
	(e) Schools Grants				
1,050,925	- Operating Grants	1,047,678	1,023,439	24,239	5
32,200	- General Support Grants	31,147	30,495	652	6
1,961	(f) Other Grants	1,892	2,520	(628)	7
151,762	(g) Teachers' Retirement Allowances Fund	152,207	145,087	7,120	8
(180)	(h) Less: Recoverable from Advanced Education and Literacy	(180)	(180)	0	
1,244,869	Total 16-5	1,240,605	1,209,119	31,486	

Manitoba Education
Expenditure Summary

For the fiscal year ended March 31, 2013, with comparative figures for the previous fiscal year (\$000s)

Estimate 2012/13	Appropriation	Actual 2012/13	Actual 2011/12	Increase (Decrease)	Explanation Number
49,994	16-6 Capital Funding	49,771	48,231	1,540	8
49,994	Total 16-6	49,771	48,231	1,540	

Manitoba Education

Expenditure Summary

For the fiscal year ended March 31, 2013, with comparative figures for the previous fiscal year (\$000s)

Estimate 2012/13	Appropriation	Actual 2012/13	Actual 2011/12	Increase (Decrease)	Explanation Number
	16-7 Costs Related to Capital Assets				
147	(a) Amortization Expense	146	148	(2)	
19	(b) Interest Expense	18	20	(2)	
166	Total 16-7	164	168	(4)	
1,632,689	Total - Education	1,643,845	1,607,953	35,892	

**Manitoba Education
Expenditure Summary**

For the fiscal year ended March 31, 2013 with comparative figures for the previous fiscal year (\$000s)

Explanation Number:

1. Increased expenditure mainly reflects costs in 2012/13 for the General Salary Increase, Special Wage Adjustments, increase in severance and vacation payouts for retirements, increase in employee benefits, and 2011/12 vacancies filled in 2012/13.
2. Increased expenditure mainly reflects natural growth in entitlements in 2012/13 for the Education Tax Credit Program as well as policy changes and benefit enhancements mainly as a result of the change in the base tax credit from \$650.00 to \$700.00 in 2011/12.
3. Increased expenditure mainly relates to costs in 2012/13 for severance and vacation payouts for retirements, partially offset by savings from vacancies.
4. Decreased expenditure mainly relates to payment of a grant for the Manitoba Museum's H2O project in 2011/12, and for reduced costs in 2012/13 for travel and software maintenance.
5. Increased expenditure mainly relates to increases in 2012/13 for the Schools' Finance Program, reflecting: an increase for the funding announcement to School Divisions; increase in funding for Independent Schools; and increase in funding for Other Supports including: Class Size, Learning to Age 18 Coordinators, various Frontier School Division supports, Winnipeg Technical College, WE Day, Institutional Programs, Martin Aboriginal Initiative, Fort Whyte Alive, New Schools, Stay in School Initiative and Community Schools Pilot Project, partially offset by the timing of grant payments for Division scolaire franco-manitobaine (DSFM), fewer applicants for Nursing Supports, and other net minor miscellaneous variances in Other Support.
6. Increased expenditure reflects an increase in payroll costs paid to school divisions in 2012/13.
7. Decreased expenditure is mainly due to the timing of grant payments for We Day – Free The Children made later in 2012/13 than in 2011/12, reduced expenses in 2012/13 for the Manitoba Schools Improvement Program (MSIP) grant, and fewer non-resident students in 2012/13 at the Royal Winnipeg Ballet School.
8. Increased expenditure in 2012/13 is mainly due to increased payments for the employer's portion of current service contributions and as a result of additional retroactive payments to school divisions.
9. Increased expenditure reflects an increase in debenture issues in 2012/13 as the result of a change in accounting policy related to the principal portion of the debt servicing requirement.

Manitoba Education

Revenue Summary

For the fiscal year ended March 31, 2013 with comparative figures for the previous fiscal year (\$000s)

Actual 2011/12	Actual 2012/13	Increase (Decrease)	Source	Actual 2012/13	Estimate 2012/13	Variance	Expl. No.
TAXATION							
-	-	-	Total	-	-	-	
OTHER REVENUE							
603	637	34	Fees	637	569	68	1
433	347	(86)	Sundry	347	324	23	2
1,036	984	(52)	Total	984	893	91	
GOVERNMENT OF CANADA							
53	32	(21)	Making Education Work Research Study	32	-	32	3
10,238	10,438	200	Minority Languages Education and Second Language Instruction	10,438	10,226	212	4
10,291	10,470	179	Total	10,470	10,226	244	
11,327	11,454	127	Total – Education	11,454	11,119	335	

**Manitoba Education
Revenue Summary**

For the fiscal year ended March 31, 2013 with comparative figures for the previous fiscal year (\$000s)

Explanation Number:

1. **Fees:** \$ 34 over 2011/12 Actual
 \$ 68 over 2012/13 Estimate

Increase over 2011/12 Actual mainly relates to an increase in collection of fees in 2012/13 for school registration of students in senior years and for the Independent Study Option, partially offset by the discontinuation in 2012/13 of recovery of fees for students attending the Manitoba School for Deaf.

Variance mainly reflects greater than budgeted collection of fees for school registration of students in senior years and for the Independent Study Option.

2. **Sundry:** \$ 86 under 2011/12 Actual
 \$ 23 over 2012/13 Estimate

Decrease from 2011/12 Actual mainly relates to a reduction in 2012/13 of revenue from the sale of course materials for the Independent Study Option (ISO) and Library fees mainly related to textbooks and supplies, greater fees collected for ISO supplies in 2011/12 and for outstanding tuition for Roseau River/Borderland students collected in 2011/12, partially offset by the renegotiation in 2012/13 of the PSFB recovery for administration services provided by Schools Finance.

Variance mainly reflects greater than budgeted cost recovery for the Independent Study Option - Reference and Teacher Mediation Option course reference materials.

3. **Making Education Work Research Study:** \$ 21 under 2011/12 Actual
 \$ 32 over 2012/13 Estimate

Decrease from 2011/12 Actual relates to lower costs (and revenue) processed for the Making Education Work Research Study in 2012/13.

Variance reflects a delay in the completion of the Making Education Work Research Study, originally scheduled to be completed in 2011/12.

4. **Canada-Manitoba Minority Languages Education and Second Language Instruction:** \$ 200 over 2011/12 Actual
\$ 212 over 2012/13 Estimate

Increase reflects an amount relating to a prior year for the Division scolaire franco-manitobaine - Special Recovery received and recognized as revenue in 2012/13.

Increase reflects an amount relating to a prior year for the Division scolaire franco-manitobaine - Special Recovery received and recognized as revenue in 2012/13. Increased revenue also reflects an increase for Special Projects based on an increased requirement in 2012/13.

Manitoba Education

Five Year Expenditure and Staffing Summary by Main Appropriation

For the fiscal years ended March 31, 2009 to March 31, 2013

Main Appropriation	2008/09		2009/10		2010/11		2011/12		2012/13	
	FTE	\$000	FTE	\$000	FTE	\$000	FTE	\$000	FTE	\$000
16-1 Administration and Finance	26.00	2,060	25.00	1,861	24.00	1,622	23.00	1,829	24.00	1,657
16-2 School Programs	268.39	28,721	267.77	26,943	267.77	25,406	269.77	24,947	269.77	26,488
16-3 Bureau de l'éducation française	61.00	10,154	62.00	10,009	62.00	10,159	62.00	9,389	62.00	9,406
16-4 Education and School Tax Credits		247,707		268,059		276,185		314,122		315,754
16-5 Support to Schools	56.50	1,053,736	56.50	1,108,054	56.00	1,148,183	55.00	1,209,143	55.00	1,240,605
Sub-total	411.89	1,342,378	411.27	1,414,926	409.77	1,461,555	409.77	1,559,430	410.77	1,593,910
16-6 Capital Funding		47,542		46,779		47,112		48,231		49,771
16-7 Costs Related to Capital Assets		165		162		161		161		164
Total - Education	411.89	1,390,085	411.27	1,461,867	409.77	1,508,828	409.77	1,607,822	410.77	1,643,845

* Historical actual expenditures have been adjusted to reflect program transfers between departments, to facilitate year over year comparison.

Performance Reporting

Performance Reporting Table

The following section provides information on key performance measures for the Department for the 2012/13 reporting year. All Government of Manitoba departments include performance measures in their Annual Reports to complement the financial results and provide Manitobans with meaningful and useful information about government activities and their impact on the province and its citizens.

For more information on performance reporting and the Manitoba government, visit www.manitoba.ca/performance

Your comments on performance measures are valuable to us. You can send comments or questions to mbperformance@gov.mb.ca

What is being measured and using what indicator?(A)	Why is it important to measure this? (B)	Where are we starting from (baseline measurements)? (C)	What is the 2012/2013 result (current year) or most recent available data? (D)	What is the trend over time? (E)	Comments/ Recent Actions/Report Links (F)
1. <u>Overall student learning</u> , by measuring the high school graduation rate, which shows the percentage of high school students that complete Grade 12. ¹	Graduation rate is the most common indicator associated with school system success. It represents completion of schooling.	For the school year ending June 2002, the graduation rate was 71.1% (public and funded independent schools). Additionally, 851 adult learners obtained high school or mature student high school diplomas at Adult Learning Centres.	For the school year ending June 2012, the graduation rate was 84.1% (public and funded independent schools). Additionally, 1,356 learners obtained high school or mature student high school diplomas at Adult Learning Centres.	This measurement continues to trend upward.	In 2011, Manitoba introduced The <i>Preparing Students for Success Act</i> requiring young people to stay in school, or participate in approved activities and programs (including work training programs) that provide educational benefits, until they are 18 or graduate.
2. <u>Student learning as reported in national and international assessments</u> , by measuring results from the Pan-Canadian	Manitoba Education participates in national and international assessments in order to compare Manitoba performance to other	SAIP 1997, 13-year-olds, Mathematics (averages of 'Content' and 'Problem Solving'): Manitoba ranked 8 th with 49.8% of students (both languages) reaching the	PCAP 2010, Grade 8 students, Mathematics (major domain): Manitoba ranked 10 th with 84% of Manitoba students (both languages) reaching	General trend for PCAP is a small decline in rankings in 2010 with Manitoba 10 th across domains among Canadian jurisdictions.	Manitoba Education is working with school divisions and stakeholders to better interpret and use assessment data to inform instruction.

¹ The Manitoba high school graduation rate is calculated using the same methodology as Nova Scotia and Ontario (Grade 12 graduates divided by Grade 9 enrolment four years previous). While some provinces employ the same methodology but use Grade 8 or Grade 10 previous enrolment, the remaining provinces use a rate calculation methodology similar to Manitoba that divides the number of graduates by either Grade 12 enrolment in the same academic year or by the population of an age specific group.

Note: Consistent with how the majority of provinces report a high school graduation rate, adult learners have been removed from the calculation.

What is being measured and using what indicator?(A)	Why is it important to measure this? (B)	Where are we starting from (baseline measurements)? (C)	What is the 2012/2013 result (current year) or most recent available data? (D)	What is the trend over time? (E)	Comments/ Recent Actions/Report Links (F)
Assessment Program (PCAP) - PCAP was preceded by the School Achievement Indicators Program (SAIP) – and the Programme for International Student Assessment (PISA).	jurisdictions.	<p>'expected' level compared to 55.8% for Canada (both languages).</p> <p>2003 PISA, 15-year-olds, Science (minor domain meaning fewer students, less content coverage, less analysis than if it was a major domain): Canada ranked 11th among the 40 countries participating and Manitoba (both languages) ranked 6th in Canada.</p> <p>PISA 2000 - Reading (major domain), Canada (both languages) ranked 2nd among 31 participating countries. Manitoba (both languages) ranked 5th with 89.4% reaching 'expected' level compared to 90.4% for Canada.</p>	<p>the 'expected' level compared to 91% for Canada (both languages).</p> <p>2009 PISA, 15-year-olds, Reading (major domain): Canada (both languages) ranked 6th overall among the 65 participating countries; In Canada, Manitoba (both languages) ranked 9th with 82.4% reaching baseline proficiency compared to 89.7% for Canada.</p>	<p>2009 PISA results showed a small decline in the performance of Manitoba students after a number of years of stable results near the middle of Canadian jurisdictions. Canada continues to perform well relative to international comparisons, with Manitoba now being on par with the average score of developed nations (OECD) participating in PISA.</p>	<p>Manitoba has undertaken initiatives, in partnership with school divisions, to support the development of students' reading skills.</p> <p>Manitoba has made revisions to the mathematics curriculum to ensure students have foundational understandings and skills.</p> <p>PCAP 2013 results report for Grade 8 students, Science (major domain) will be available in 2014.</p> <p>PISA 2012 results -15 year olds Mathematics (major domain) will be available December 2013</p>
3. <u>Successful preparation for skilled employment</u> , by measuring the enrolment numbers in technical-vocational and college programs (skilled employment training).	Recognizing the need for higher learning in a global, knowledge-based economy, enrolment in skilled work training is an important measure of the effectiveness of the basic education	<p>1999/00 College enrolment Full-time 10,452 Part-time 597 Total 11,049</p> <p>1999/00 senior years apprenticeship option enrolment - 134 students</p>	<p>2011/12 College enrolment Full-time 15,534 Part-time 1,680 Total 17,214</p> <p>2012/13 senior years apprenticeship option enrolment – 836</p>	<p>College enrolment increased between 1999/2000 to 2011/12 by 35.8% with a one year net increase of 0.4% from 2010/11 to 2011/12 (increase of 0.09% for FT and 0.44% increase for PT).</p>	<p>Increasing public awareness of career opportunities and training results in growing recognition of tech-voc education as a viable educational pathway.</p>

What is being measured and using what indicator?(A)	Why is it important to measure this? (B)	Where are we starting from (baseline measurements)? (C)	What is the 2012/2013 result (current year) or most recent available data? (D)	What is the trend over time? (E)	Comments/ Recent Actions/Report Links (F)
	system.		students.	<p>The Senior Years Apprenticeship Option is showing increased school division participation.</p> <p>Technical vocational education trends are toward greater cross curricular integration and community participation.</p>	<p>Dedicated staffing at the Apprenticeship Branch to support school division based technical vocational initiatives</p> <p>The Technical Vocational Education Unit continues to expand trade career awareness, ensure curriculum currency and relevance, and develop seamless accessibility pathways.</p>
4. <u>Successful preparation for university education</u> , by measuring the pattern of sequential entry into Manitoba universities among current graduates of Manitoba high schools.	Recognizing the need for higher learning in a global, knowledge-based economy, enrolment in universities is an important measure of the effectiveness of the basic education system.	In 2001, 4,041 or 34.0% of all Manitoba high school graduates entered a Manitoba university that same year.	In 2011, 5,084 or 38.2% of all Manitoba high school graduates entered a Manitoba university that same year.	<p>Following a trend of increased numbers of high school graduates annually, (with the exception of a 3.4% decrease in grads from 2009 to 2010), the total number of graduates increased by 374 students between 2010 and 2011.</p> <p>Despite increases or decreases in the overall number of high school graduates, the percentage of graduates entering a Manitoba university remained unchanged at approximately 38% between 2010 and 2011.</p>	Manitoba's effort to increase post-secondary participation at all levels is showing success.

The Public Interest Disclosure (Whistleblower Protection) Act

The Public Interest Disclosure (Whistleblower Protection) Act

The Public Interest Disclosure (Whistleblower Protection) Act came into effect in April 2007. This law gives employees a clear process for disclosing concerns about significant and serious matters (wrongdoing) in the Manitoba public service, and strengthens protection from reprisal. The Act builds on protections already in place under other statutes, as well as collective bargaining rights, policies, practices and processes in the Manitoba public service.

Wrongdoing under the Act may be contravention of federal or provincial legislation; an act or omission that endangers public safety, public health or the environment; gross mismanagement; or, knowingly directing or counseling a person to commit a wrongdoing. The Act is not intended to deal with routine operational or administrative matters.

A disclosure made by an employee in good faith, in accordance with the Act, and with a reasonable belief that wrongdoing has been or is about to be committed is considered to be a disclosure under the Act, whether or not the subject matter constitutes wrongdoing. All disclosures receive careful and thorough review to determine whether action is required under the Act, and must be reported in a Department's annual report in accordance with Section 18 of the Act.

The following is a summary of disclosures received by Manitoba Education and the Manitoba Text Book Bureau for fiscal year 2012/13.

Information Required Annually (per Section 18 of The Act)	Fiscal Year 2012/13
The number of disclosures received, and the number acted on and not acted on. <i>Subsection 18(2)(a)</i>	NIL
The number of investigations commenced as a result of a disclosure. <i>Subsection 18(2)(b)</i>	NIL
In the case of an investigation that results in a finding of wrongdoing, a description of the wrongdoing and any recommendations or corrective actions taken in relation to the wrongdoing, or the reasons why no corrective action was taken. <i>Subsection 18(2)(c)</i>	NIL

Appendices

Table 1
Student Enrolment by Grades in Manitoba Public Schools

Year	Special Education	N	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
1980	3,080	1,769	14,374	15,970	15,052	15,094	15,643	15,633	15,159	15,386	15,223	15,474	16,696	15,552	14,299	204,404
1981	2,981	1,689	13,972	15,887	15,174	14,861	14,879	15,394	15,493	15,479	14,809	14,643	15,568	15,271	14,561	200,661
1982	3,111	1,780	13,915	15,399	15,198	14,962	14,787	14,967	15,295	16,093	15,135	14,799	15,400	14,275	15,405	200,521
1983	3,159	1,868	13,985	15,175	14,742	14,946	14,848	14,678	14,837	15,796	15,614	15,166	15,288	14,312	15,329	199,743
1984	2,936	1,962	14,272	15,183	14,457	14,576	14,884	14,812	14,666	15,354	15,452	15,735	15,746	14,328	15,111	199,474
1985	2,797	2,089	14,373	15,467	14,377	14,378	14,438	14,819	14,687	15,162	15,028	15,493	16,248	14,602	14,990	198,948
1986	2,488	1,991	14,676	15,505	14,640	14,301	14,286	14,479	14,827	15,094	14,958	15,187	16,083	15,162	15,381	199,058
1987	2,397	2,052	14,590	15,593	14,624	14,450	14,221	14,222	14,388	15,233	14,986	15,153	16,061	15,093	16,327	199,390
1988	2,001	2,339	14,784	15,572	14,795	14,432	14,357	14,155	14,132	14,860	14,987	15,165	15,956	14,637	16,610	198,782
1989	1,823	2,431	14,771	15,563	14,864	14,593	14,277	14,227	14,048	14,416	14,602	14,890	16,037	14,665	16,517	197,724
1990	1,843	2,377	14,926	15,510	15,018	14,613	14,442	14,236	14,123	14,326	14,183	14,577	16,075	14,726	16,611	197,586
1991	1,493	2,429	14,670	15,455	14,882	14,732	14,373	14,375	14,080	14,295	13,940	14,155	15,724	14,850	17,441	196,894
1992	1,465	2,465	14,355	15,025	14,846	14,688	14,540	14,329	14,237	14,107	14,023	14,180	15,242	14,572	18,545	196,619
1993	1,247	2,591	14,399	14,688	14,757	14,729	14,613	14,485	14,266	14,241	13,906	14,472	14,993	14,193	18,615	196,195
1994	1,329	2,541	14,487	14,751	14,364	14,553	14,610	14,448	14,370	14,215	14,073	14,268	14,798	13,939	17,941	194,687
1995	1,133	2,696	14,655	14,971	14,418	14,126	14,458	14,526	14,382	14,390	14,084	14,714	14,920	13,782	17,963	195,218
1996	1,470	2,518	14,588	15,100	14,598	14,211	14,048	14,370	14,526	14,432	14,269	14,837	14,951	13,676	17,555	195,149
1997	1,331	2,487	13,929	14,971	14,582	14,430	13,967	13,941	14,336	14,453	14,278	15,074	14,958	14,097	17,964	194,798
1998	1,242	2,461	13,928	14,436	14,647	14,431	14,289	13,848	13,969	14,348	14,279	15,122	15,155	14,197	18,739	195,091
1999	1,585	2,352	13,764	14,340	14,094	14,538	14,378	14,279	13,870	13,993	14,469	15,182	15,234	14,327	23,014	199,419
2000	1,615	2,387	13,543	14,292	13,986	14,022	14,521	14,427	14,368	13,899	13,992	15,651	15,376	14,592	25,747	202,418
2001	1,259	2,195	12,919	13,950	14,026	13,893	13,997	14,479	14,458	14,398	13,881	14,968	15,270	14,216	17,193	191,102
2002	1,309	2,325	12,338	13,360	13,767	14,017	13,891	14,005	14,573	14,524	14,346	14,746	14,791	14,385	16,840	189,217
2003	1,408	2,211	12,310	12,783	13,304	13,845	14,094	14,041	14,133	14,691	14,556	15,294	14,725	14,108	16,995	188,498
2004	1,361	2,316	12,192	12,659	12,712	13,360	13,886	14,268	14,164	14,161	14,692	15,321	15,059	14,238	16,279	186,668
2005	1,493	2,127	12,043	12,621	12,577	12,665	13,402	13,926	14,345	14,193	14,164	15,418	15,245	14,599	15,680	184,498
2006	1,330	2,142	11,873	12,463	12,509	12,539	12,687	13,393	13,968	14,298	14,254	14,969	15,337	14,672	15,751	182,185
2007	1,203	2,126	11,856	12,384	12,473	12,652	12,687	12,837	13,548	14,138	14,461	15,133	15,075	14,946	15,927	181,446
2008	1,158	2,136	11,834	12,301	12,452	12,584	12,730	12,851	12,865	13,661	14,213	15,528	15,129	14,770	15,886	180,098
2009	1,121	2,302	11,964	12,338	12,378	12,570	12,795	12,901	13,023	12,959	13,861	15,193	15,575	14,968	15,854	179,802
2010	1,084	2,296	12,051	12,506	12,455	12,549	12,766	12,964	13,016	13,132	13,189	14,944	15,320	15,256	16,447	179,975
2011	968	2,193	12,516	12,418	12,363	12,477	12,621	12,812	12,919	13,001	13,088	13,981	14,771	15,090	16,807	178,025
2012	867	2,205	13,001	12,916	12,469	12,466	12,590	12,740	12,894	12,944	13,114	13,978	14,098	14,859	17,212	178,353

These figures are compiled on the 30th of September each year. Effective 2011, figures do not include enrolment in First Nation schools administered under educational agreements with school divisions.

Source: 1980 to 1999 - Enrolment and Transported Pupils Report; 2000 to 2012 - Enrolment Report.

Table 2

Statistics for all French-Language Programs or Courses in Manitoba , public schools only,
Comparison of 2011-2012(r) and 2012-2013(p) School Years

----- FRENCH-LANGUAGE PROGRAMS / COURSES -----					
	SCHOOL YEAR	FRANÇAIS	FRENCH IMMERSION	BASIC FRENCH and EARLY START FRENCH	TOTAL
Divisions/ Districts	2012-2013 p	5	22	36	37
	2011-2012 r	5	22	36	37
	Difference	--	--	--	--
Schools	2012-2013 p	29	104	414	492
	2011-2012 r	29	103	423	493
	Difference	--	1	(9)	(1)
Students	2012-2013 p	5,381	21,235	60,767	87,383
	2011-2012 r	5,253	20,490	61,586	87,329
	Difference	128	745	(819)	54
Grants	2012-2013 p	\$1,443,364	\$4,890,836	\$411,401	\$6,745,601
	2011-2012 r	\$1,404,089	\$4,698,859	\$416,907	\$6,519,855
	Difference	\$39,275	\$191,977	(\$5,506)	\$225,746
(p) indicates «preliminary data»					
(r) indicates «revised data»					

Table 3**School Divisions' Comparative Statement of Operating Fund Revenue and Expenses**

Revenue	Actual 2011-12	Budget 2012-13
Provincial Government	1,318,459,973	1,325,563,034
Federal Government	13,661,724	13,405,919
Municipal Government	559,927,883	608,275,478
Other School Divisions	11,384,977	10,217,066
First Nations	63,993,686	66,160,190
Private Organizations and Individuals	21,763,851	17,537,175
Other Sources	6,358,420	4,495,884
Total	1,995,550,514	2,045,654,746
Expenses		
Regular Instruction	1,079,023,261	1,121,832,495
Student Support Services	366,756,179	380,665,918
Adult Learning Centres	10,167,265	8,667,713
Community Education and Services	19,431,437	18,427,092
Divisional Administration	67,085,950	70,021,212
Instructional and Other Support Services	69,326,529	72,365,077
Transportation of Pupils	81,873,695	86,285,423
Operations and Maintenance	218,182,867	233,268,026
Fiscal	34,095,241	35,108,398
Total	1,945,942,424	2,026,641,354
Surplus/(Deficit)	49,608,090	19,013,392
Less: Net Transfers from (to) Capital Fund	(47,491,992)	(22,108,499)
Add: Transfers from Special Purpose Funds	96,349	N/A
Net Surplus/(Deficit)	2,212,447	(3,095,107)

Source: FRAME Financial Statements – 2011-12
 FRAME Budgets – 2012-13